

English 1201

Curriculum Guide 2017



Education and Early Childhood Development

***Department of Education and Early
Childhood Development
Mission Statement***

By March 31, 2017, the Department of Education and Early Childhood Development will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

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Section One:

Newfoundland and Labrador Curriculum

Introduction

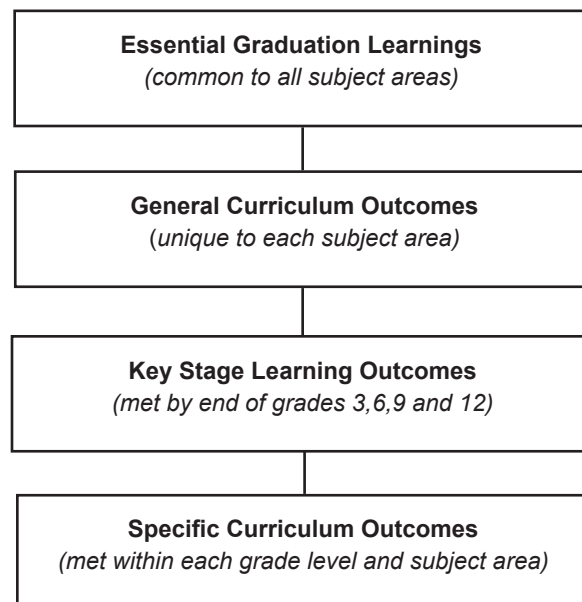
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

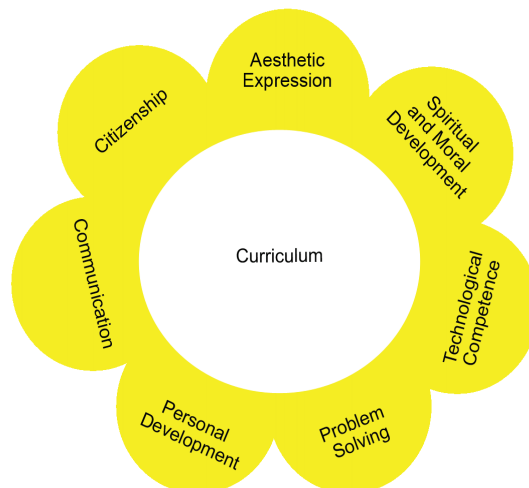
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learnings in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship – Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication – Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Problem Solving – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

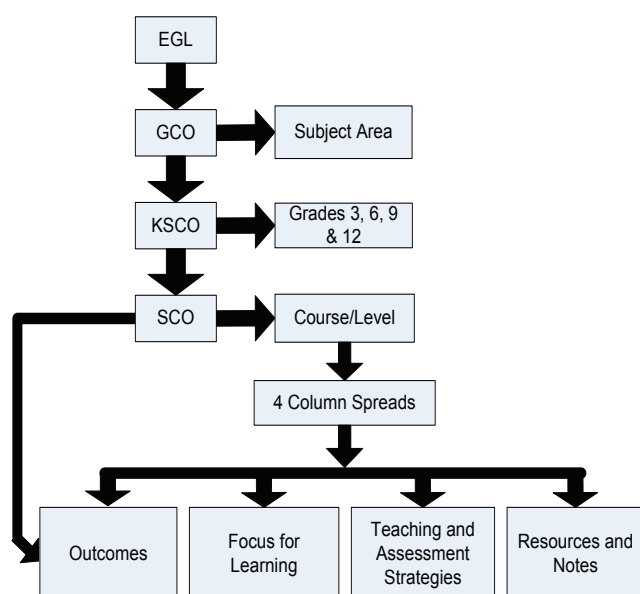
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



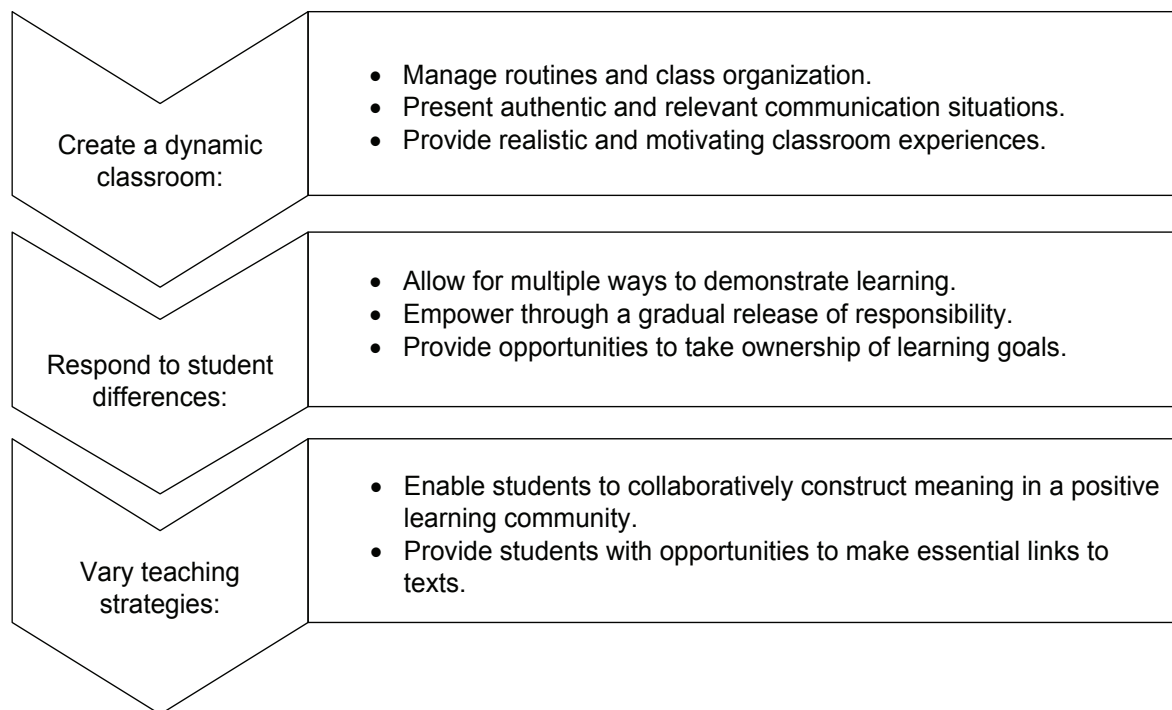
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs
of Students who are
Highly Able
(includes gifted and
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

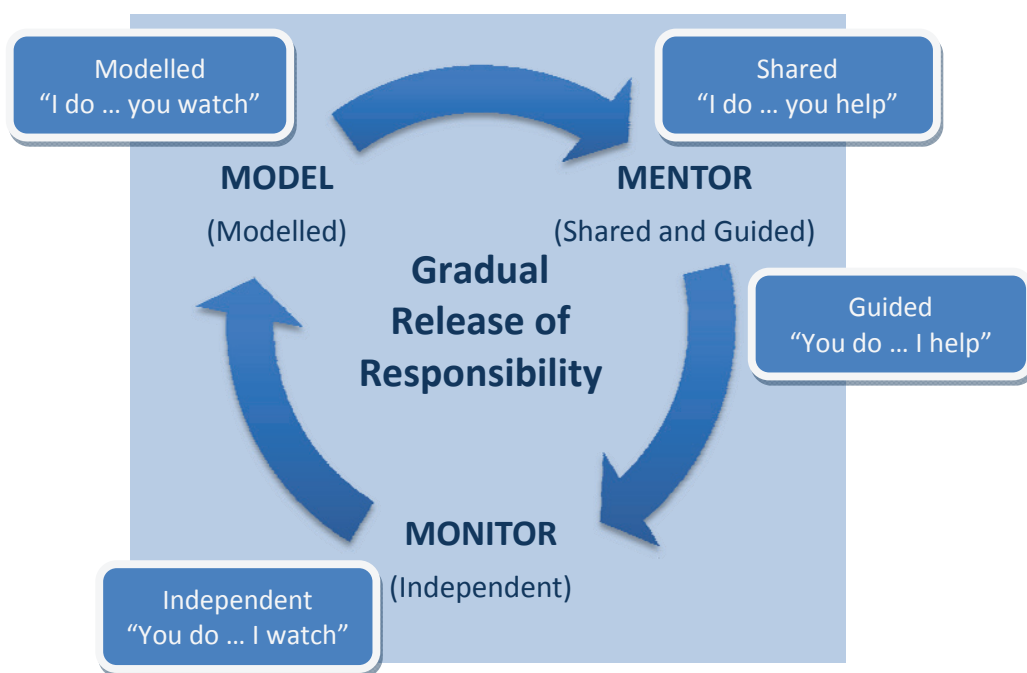
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students’ thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

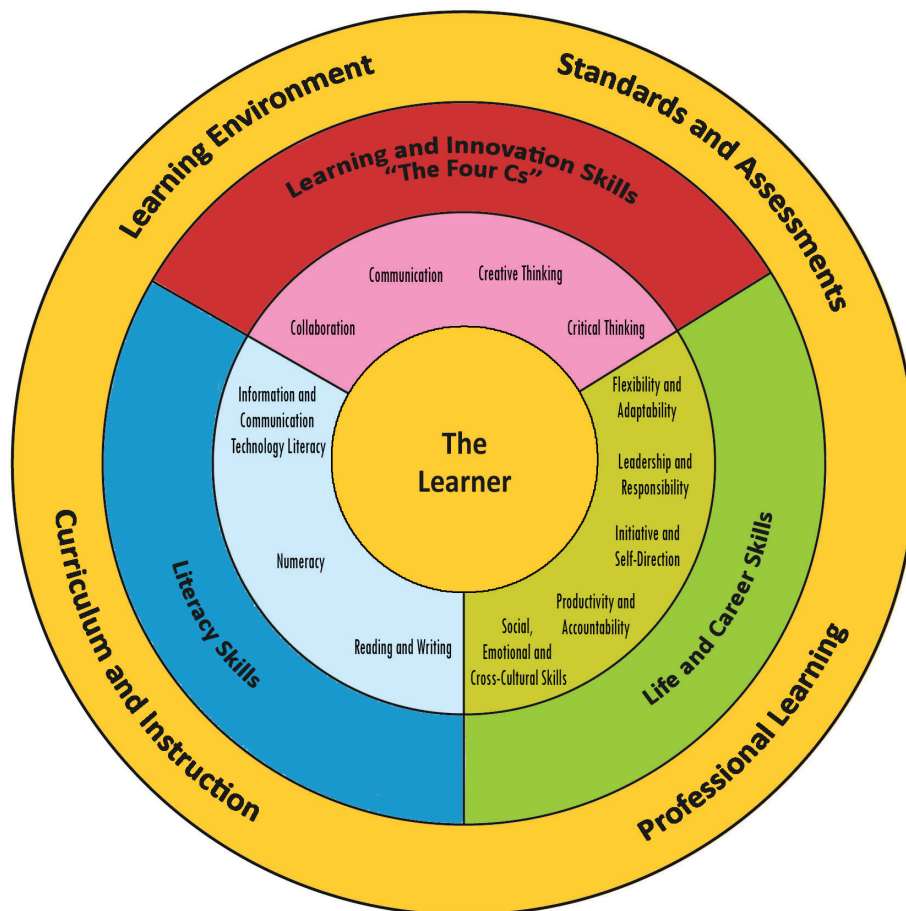
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



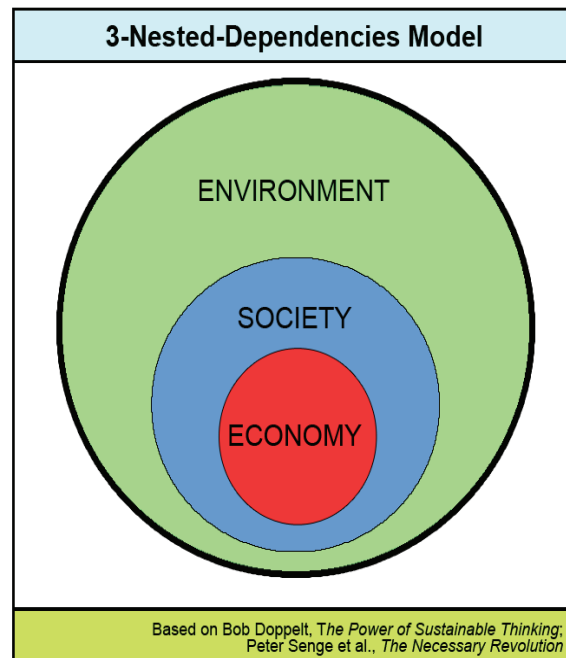
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':

- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with, and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English language arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write, and represent will support the development of lifelong literacy learning.

Curriculum Outcomes Framework

Below are the key stage 12 curriculum outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades; the key stage outcomes summarize students' expected achievement at the end of each key stage. Further explanation of GCOs and KSCOs can be found on pages 14-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum*. The specific curriculum outcomes for level I are presented in each strand overview, beginning on page 27.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	<ul style="list-style-type: none"> examine others' ideas and synthesize what is helpful to extend their own understanding ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of opposing viewpoints listen critically to analyze and evaluate concepts, ideas, and information
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure and subject matter adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure and subject matter respond to a wide range of complex questions and directions reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing the elements of verbal and nonverbal messages that produce powerful communication
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> consistently demonstrate active listening and concern for the needs, rights, and feelings of others demonstrate how spoken language influences and manipulates and reveals ideas, values, and attitudes address the demands of a variety of speaking situations, making critical language choices, especially of tone and style
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	<ul style="list-style-type: none"> select texts to support their learning needs and range of special interests read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods articulate their understanding of ways in which information texts are constructed for particular purposes use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated texts and tasks
	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> access, select and research, in systematic ways, specific information to meet personal and learning needs <ul style="list-style-type: none"> use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure, or subject matter evaluate their research process

Strand	General Curriculum Outcomes	Key Stage Outcomes
Reading and Viewing	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> • make informed personal responses to increasingly challenging print and media texts and reflect on their responses • articulate and justify points of view about texts and text elements
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> • critically evaluate the information they access • show the relationship among language, topic, purpose, context, and audience <ul style="list-style-type: none"> - note the relationship of specific elements of a particular text to elements of other texts - describe, discuss and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres • respond critically to complex and sophisticated texts <ul style="list-style-type: none"> - examine how texts work to reveal and produce ideologies, identities, and positions - examine how media texts construct notions of roles, behaviour, culture, and reality - examine how textual features help a reader and viewer to create meaning of the texts
Writing and Representing	8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	<ul style="list-style-type: none"> • use writing and other ways of representing to extend, explore, and reflect on <ul style="list-style-type: none"> - their experiences with and insights into challenging texts and issues - the processes and strategies they used - their achievements as language users and learners - the basis for their feelings, values and attitudes • use note-making strategies to reconstruct increasingly complex knowledge • make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> • produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions • demonstrate understanding of the ways in which the construction of texts can create, enhance or control meaning <ul style="list-style-type: none"> - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences • evaluate the responses of others to their writing and media productions
	10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	<ul style="list-style-type: none"> • apply their knowledge of what strategies are effective for them as creators of various writing and media productions • use the conventions of written language accurately and consistently in final products • use technology to effectively serve their communication purposes • demonstrate a commitment to the skilful crafting of a range of writing and other representations • integrate information from many sources to construct and communicate meaning

Senior High English Language Arts

Senior High School English language arts continues the philosophy and methodologies of the Intermediate English language arts curriculum. It continues to focus on students' interaction with and creation of texts through the six strands of language arts: speaking, listening, reading, viewing, writing, and representing. The strands are taught in an integrated manner designed to provide students with the knowledge and skills they need to become successful language learners who think and communicate personally, creatively, and critically.

This program is designed to enhance students' ability to:

- assume responsibility for their own learning
- interact with a wide variety of texts
- respond creatively when using digital, live, or paper texts
- respond personally
- think and respond critically to texts they read, view, or hear
- understand their own thinking about how they learn
- use knowledge and strategies as they navigate and create texts

English 1201

English 1201 is an academic course for students entering Level I of senior high school. The study of language and experiences will allow students to develop an increasingly sophisticated understanding of literacy tools and communication devices. A range of texts will enable students to reflect on their own learning strategies as they develop confidence as language users. Students will interpret, analyze, and evaluate a variety of texts and create texts using various forms. The course is designed to extend the range of oral communication, reading, writing, and media literacy skills necessary for success in daily life as well as secondary and post secondary studies.

Suggested Yearly Plan

There is no single way to organize a year of instruction for students; many variables influence teachers' choices for learning opportunities, including students' prior learning and interests, teacher's collaboration opportunities, and availability and accessibility of resources.

Two variations of suggested yearly plans are included. One suggestion focuses on a genre approach while the other focuses on a thematic approach. A combination of both approaches may also be preferred.

For additional information related to yearly planning, see Appendix A1: Suggested Guidelines for Selecting Content.

The yearly plans below are guides only. In English 1201 it is suggested that equal focus be placed on the study of fiction and nonfiction. For information on common approaches to instruction, see Appendix A2.

Suggested Yearly Plan by Genre				
Number of weeks listed are suggested totals for the entire year. Each genre may be revisited several times during the year (e.g., short prose and poetry may be studied in the fall, winter, and spring for 3-4 weeks each; an independent novel study may take place in the fall and again in the winter, with research integrated, for 3-4 weeks each time).				
Genre	Short Prose and Poetry	Novel Study	Visual and Media Literacy	Drama
Form/Type	essays, short stories (fiction and nonfiction), poems, songs, spoken word	Literature Circle/Book Club or Whole Class	Visual – photos, paintings, sculptures, graphic novels, etc. Media – blogs, ads, webpages, posters, podcasts, videos, etc.	longer play, shorter play, script, etc.
	Inquiry and research integrated throughout Independent novel study (studies) integrated throughout			
Time Frame	9-12 weeks	6-9 weeks	7-10 weeks	4-5 weeks

Suggested Yearly Plan by Theme						
Number of weeks listed are suggested totals for the entire year. Each theme may be revisited several times during the year or fewer themes than the six listed below may be chosen.						
Theme	Relationships	Humour	Big Ideas	Conflict	Perspectives	Family
Form/Type	<ul style="list-style-type: none"> Short prose, poetry, visuals, media, drama, etc., integrated throughout Inquiry and research integrated throughout Independent novel study (studies) integrated throughout 					
Time Frame	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks

See Appendix L for a list of authorized resources.

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:


- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

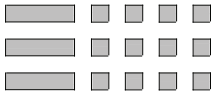
Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
GCO 1: Represent algebraic expressions in multiple ways	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
	<p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> • The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES	
GCO 1: Represent algebraic expressions in multiple ways	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <ol style="list-style-type: none"> $(6x^2 + 12x - 3) \div 3$ $(4x^2 - 12x) \div 4x$ <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense</i> 9 Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: <ul style="list-style-type: none"> Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two or three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCO and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

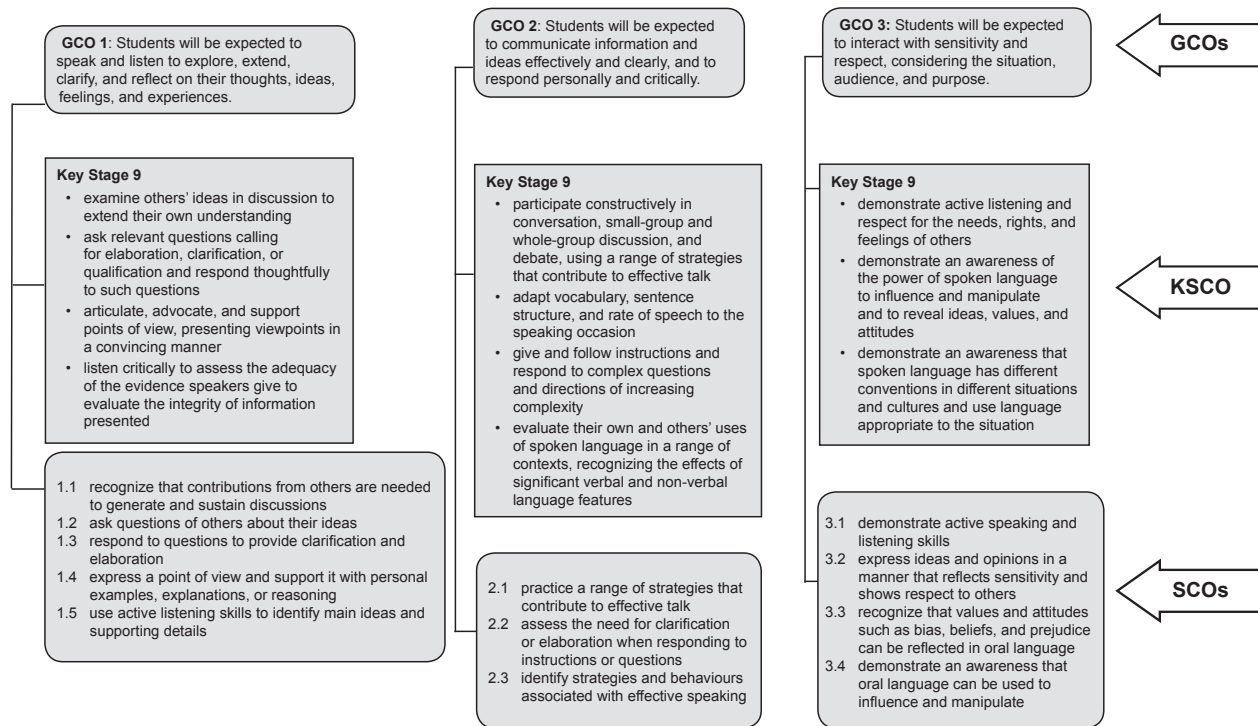
Suggestions for instruction and assessment are organized sequentially:

- Activation – suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection – linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation – synthesizing and making new understandings
- Extension – suggestions that go beyond the scope of the outcome

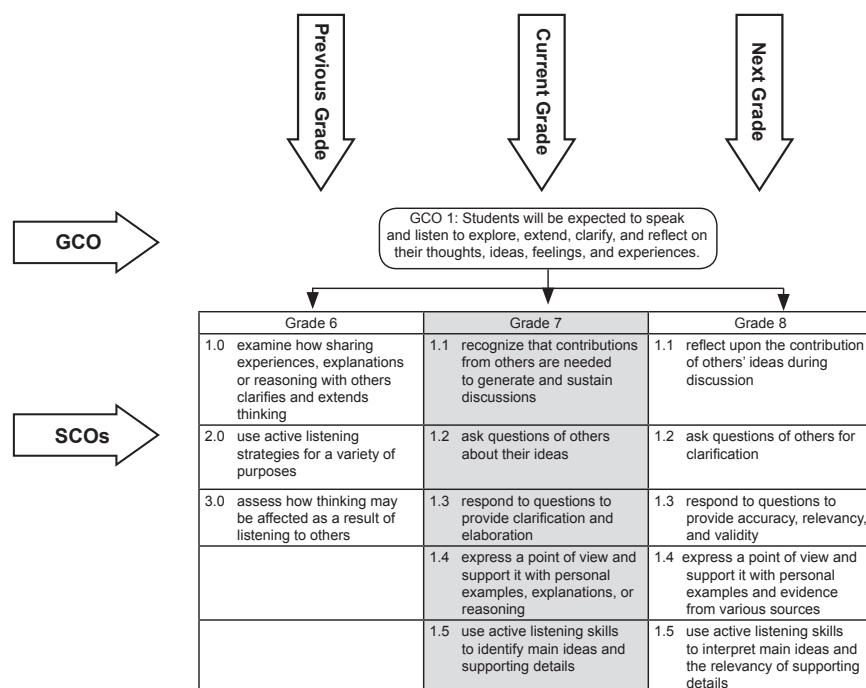
These suggestions provide opportunities for differentiated learning and assessment.

How to Use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs, and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

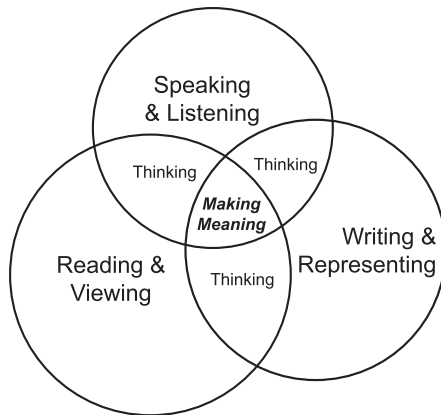


Section Three: Specific Curriculum Outcomes

Speaking and Listening

Speaking and Listening

Focus

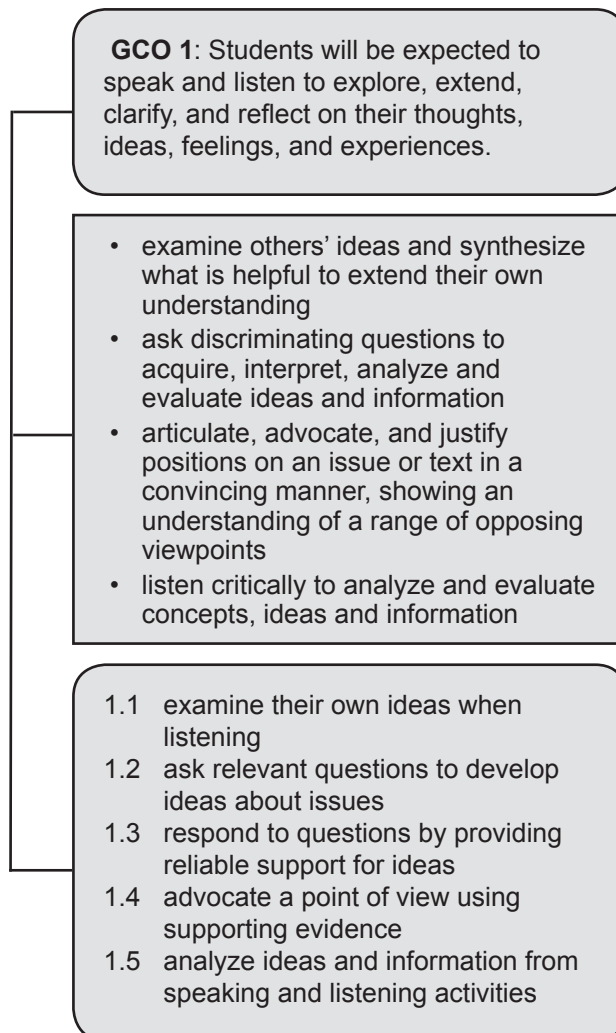


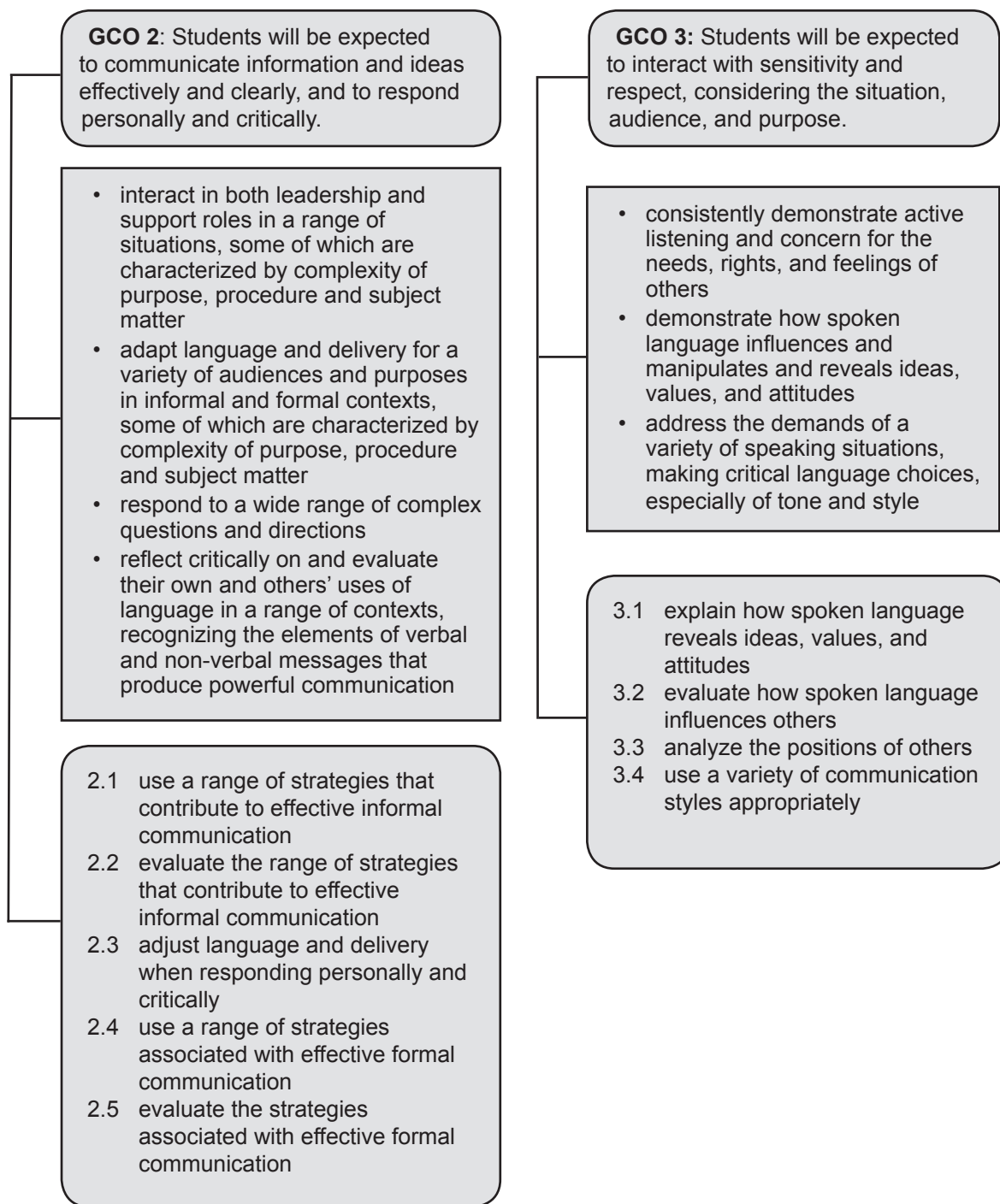
Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know” (Booth, 1994). To make meaning through oral language students must:

- activate prior knowledge, ideas, and experiences
- monitor their thinking (i.e., metacognition)
- reflect on experiences, ideas, and beliefs

Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read, or view and what they create through speaking, writing, and representing. The triple Venn diagram represents the interconnectedness among these processes and making meaning.

Outcomes Framework





SCO Continuum

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

English Language Arts 9	English 1201	English 2201
1.1 examine their own and others' ideas during discussion	1.1 examine their own ideas when listening	1.0 assess their own ideas and points of view in response to others' ideas and questions
1.2 ask questions calling for elaboration, clarification, or qualification	1.2 ask relevant questions to develop ideas about issues	2.0 refine active listening skills to respond to oral language
1.3 respond to questions to provide reliable qualification for ideas	1.3 respond to questions by providing reliable support for ideas	3.0 ask questions to gain information and develop ideas
1.4 advocate a point of view and support it with personal examples and evidence from various sources	1.4 advocate a point of view using supporting evidence	4.0 evaluate how the features of oral language are used to influence listeners
1.5 use active listening skills to assess the relevancy and adequacy of supporting details	1.5 analyze ideas and information from speaking and listening activities	

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

English Language Arts 9	English 1201	English 2201
2.1 evaluate a range of strategies to defend their points of view and contribute to effective talk	2.1 use a range of strategies that contribute to effective informal communication	5.0 analyze how audience and purpose impact communication
2.2 assess the need for clarification or elaboration when responding to instructions or questions	2.2 evaluate the range of strategies that contribute to effective informal communication	6.0 evaluate strategies that contribute to effective communication
2.3 evaluate strategies and behaviours associated with effective speaking	2.3 adjust language and delivery when responding personally and critically	7.0 adjust language and delivery when responding personally and critically
	2.4 use a range of strategies associated with effective formal communication	8.0 justify their message or ideas using supporting evidence
	2.5 evaluate the strategies associated with effective formal communication	

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

English Language Arts 9	English 1201	English 2201
3.1 demonstrate responsive speaking and listening skills	3.1 explain how spoken language reveals ideas, values, and attitudes	9.0 evaluate how respect for others is demonstrated when interacting
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others	3.2 evaluate how spoken language influences others	10.0 analyze others' points of view
3.3 question ideas, values, and attributes in oral language	3.3 analyze the positions of others	11.0 use a variety of communication strategies
3.4 evaluate how oral language is used to influence and manipulate	3.4 use a variety of communication styles appropriately	12.0 analyze responsibilities associated with communicating

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to

- 1.1 examine their own ideas when listening
- 1.2 ask relevant questions to develop ideas about issues
- 1.3 respond to questions by providing reliable support for ideas
- 1.4 advocate a point of view using supporting evidence
- 1.5 analyze ideas and information from speaking and listening activities

Focus for Learning

Students must be able to speak and listen effectively in a variety of situations. They may need explicit instruction in strategies for speaking as well as in interpreting what they hear. See Appendix C for information on activities such as panel discussions, debates and role-play strategies.

Three Types of Listening		
Discriminative	Critical	Appreciative
<ul style="list-style-type: none"> Comprehending information Listening to instruction or other comments 	<ul style="list-style-type: none"> Evaluating evidence Assessing for facts or logic Assessing for bias, prejudice, or favouritism 	<ul style="list-style-type: none"> Visualizing Understanding non-verbal communication Enjoying language for sound or music

Students should practice active listening in order to develop the ability to understand their own reactions and feelings, and to respond meaningfully to the viewpoints of others.

Active listeners:

- confirm their understanding by taking notes and restating what they have heard
- gain understanding by paying close attention to the speaker
- use non-verbal cues (e.g., nodding or making eye contact) to confirm that they are listening and comprehending
- ask questions to clarify understanding and provide feedback

Students should also practice constructing questions that require others to provide elaboration, clarification, or qualification of ideas.

Questioning Technique	Examples
Elaboration	<ul style="list-style-type: none"> What are implied meanings? What does it mean to you? What are possible next steps?
Clarification	<ul style="list-style-type: none"> How did the character get to this point? Where can I get more information? What do they mean by...?
Qualification	<ul style="list-style-type: none"> What is the evidence for this statement? Where did this evidence come from?

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model characteristics of effective listening and speaking by sharing how they react to different texts (e.g., I wonder why..., I would like to know more about...).
- Read aloud from a variety of texts and have students respond to essential questions related to theme, literary devices, stereotypes, or subtext of each selection.
- Support students by:
 - asking questions that require a range of thinking
 - assessing processes as well as products
 - encouraging students to challenge their own and others' assumptions, prejudices, and information
 - making informal talk and the sharing of facts and opinions a regular part of the language arts classroom

Students may

- Share their views on select texts such as movies, advertisements, and articles.
- Share favourite quotations or song lyrics and explain why they are significant.
- Brainstorm ideas on what makes an effective listener and speaker (e.g., make a list of distractions they have encountered when listening).

Connection

Teachers may

- Review and model interview techniques and respectful questioning. Guide students in developing interview questions which serve a specific purpose.
- Introduce texts with a controversial topic and survey students regarding their personal opinions.
- Model how to listen critically (focus, listen for ideas, organize ideas, evaluate) using video or audio clips.
- Show an informational video, pausing throughout to ask questions based on message, content, and style.

Continued

Resources and Notes

Authorized

Appendices

- Appendix C – Speaking and Listening Activities

English 10 (Nelson)

- Strategies to support GCO 1 are found in the Responding section on pages: 77, 79, 159, 177, 187
- Selections related to GCO 1: 73, 78, 151, 174, 186

Homegrown 10 (Nelson)

- Strategies to support GCO 1 are found in the Responding section on pages: 3, 39, 59, 65, 72, 165
- Selections related to GCO 1: 3, 8, 16, 49, 57, 70, 164

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/spl.html>

- Listening Tips
- Famous Speeches
- The Structure of Great Talks (Ted™ Talks)
- Poetry Recitations
- Tips for Conducting Interviews

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to

- 1.1 examine their own ideas when listening*
- 1.2 ask relevant questions to develop ideas about issues*
- 1.3 respond to questions by providing reliable support for ideas*
- 1.4 advocate a point of view using supporting evidence*
- 1.5 analyze ideas and information from speaking and listening activities*

Focus for Learning

Students must be able to provide reliable support for their ideas when questioned. For example, a student who is asked about food preferences should be able to formulate and provide an answer based on his or her own opinions and experiences. Teachers should provide multiple opportunities for students to ask and answer questions as well as to listen to others.

See Appendix A3 for suggestions for supporting students when speaking and listening.

In grade 9 students were expected to use characteristics of argumentative and persuasive oral language such as choosing debatable topics, citing research, and using an emotional tone to elicit a response. In English 1201 it is important that students also consider the following when responding to questions or when advocating a point of view:

- ask questions
- consider other arguments
- maintain a respectful voice
- plan logical arguments and organize ideas
- state facts and use statistics
- stay on topic
- use analogies and personal experiences

Students must be able to actively listen and analyze their personal responses to ideas and information presented in speaking and listening activities. The following questions may be helpful as they reflect on their own thoughts:

- Did my opinion change from beginning to end?
- What did the speaker do or say to engage me?
- What did the speaker do or say to persuade me?
- What emotions did I feel as I listened?

See Appendix B1 for questions and prompts to scaffold student learning.

Students must be open to differing viewpoints and be aware that sometimes personal prejudices may interfere with effective listening. It is therefore important that they consider personal prejudices while speaking and listening.

Sample Performance Indicator

Participate in a debate using reliable support and reasoning. One side will argue that a film adaptation of a novel is as effective as the print text while another side will argue that it is not. Consider effectiveness of character development, audience engagement, imagery, setting, etc.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies

Students may

- Watch film segments and write a double-entry journal. Record specific quotations and samples of dialogue on the left side of the page with reactions and reflections on the right. Reactions may include their own understanding of what they have read.
- Use a panel discussion or other discussion format to engage in a talk on a chosen topic (e.g., Is social media killing communication?). Present on and provide support for their point of view on a controversial topic. See Appendix C1 for information on panel discussions and appendix C2 for information on informal debates.
- Participate in a role-play where one student acts as the interviewer and another as a character being interviewed. See Appendix C3 for information on assessing a role-play.

Consolidation

Students may

- Interview a community member who may be considered an expert on a specific topic (e.g., life experience, job related expertise). Present key points of the interview to the class or small group.
- Deconstruct a variety of audio texts for meaning, purpose, tone, and audience (e.g., song, rant, speech, parody, weather forecast). Share reasons why they feel one is more engaging than another.
- Choose two commercials which advertise a similar product or service (e.g., cereal, soft drinks, footwear, dating sites) and compare effectiveness of audio and visual components.
- Participate in a question and answer discussion following a presentation by a guest speaker, multimedia presentation, or video.
- Create a vlog (video log) to express ideas and opinions or share expertise on a topic or series of topics.

Extension

Students may

- Examine two or more reviews of the same movie. Advocate for the point of view which most closely resembles their own views on the movie.

Resources and Notes

Authorized

Appendices

- Appendix A3 – Supporting Students when Speaking and Listening
- Appendix B1 – Questions and Prompts to Scaffold Student Learning (S/L)
- Appendix C1 – Panel Discussion
- Appendix C2 – Informal Debates
- Appendix C3 – Role-Play Rubric

PL Site: Teaching and Learning Strategies <https://www.k12pl.nl.ca/curr/10-12/ela/1201/strat.html>

- Video Clip – Peer and Teacher Modelling

Cultural Connections

School libraries are provided with published works under the Resource Acquisition Program. Detailed listings, including grade level suggestions, of current and past acquisitions are available at www.culturalconnections.nl.ca/

Texts to practice speaking and listening include:

- *Comfort and Joy, Christmas Songs of Newfoundland and Labrador* (provided 2014)
- *Captains and Ships* – A compilation of 12 NL songs (provided 2013)
- *Coasting Trade* – Lyrical Narratives (provided 2012)

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

Students will be expected to

- 2.1 use a range of strategies that contribute to effective informal communication
- 2.2 evaluate the range of strategies that contribute to effective informal communication
- 2.3 adjust language and delivery when responding personally and critically
- 2.4 use a range of strategies associated with effective formal communication
- 2.5 evaluate the strategies associated with effective formal communication

Focus for Learning

Students will be familiar with strategies for effective communication. In grade 9, a strong focus was placed on both formal and informal communication. In English 1201, students will build confidence as they further develop skills to communicate effectively. It is also expected that they build on the level of sophistication of language and topics when communicating; therefore, it is important for students to continue to practice both formal and informal modes of communication.

In grade 9, students were expected to evaluate (reflect on and judge the value) their use of eye contact, volume, tone, pace, pitch, emphasis, non-verbal gestures, and expressions. They will continue to evaluate their use of these as well as other communication strategies such as:

- adding only necessary detail
- allowing the other person equal opportunity to speak
- interrupting appropriately
- knowing when the conversation should end
- making the other person feel comfortable
- paying attention to the body language of self and others
- providing thoughtful responses
- questioning rather than criticizing
- staying on topic

Audience and setting will determine the strategies that are most appropriate for use. Students may use checklists, questions, group discussions, reflective journals, etc., to evaluate the effectiveness of communication strategies.

Students should practice adjusting their language and delivery to suit the situation and audience. To respond critically, students must examine their own ideas and opinions as well as the reasons why they hold these ideas and opinions. They should be able to detect the strategies used during oral communication, as well as the relationship between listening and responding appropriately.

Students must also have an awareness of how they communicate. They should:

- avoid distracting mannerisms
- highlight action verbs and consider actions to match verbs
- allow their own personality to show
- make gestures meaningful
- use facial muscles, body language, intonation, and voice to express emotion
- vary their speaking position (when appropriate)

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model a variety of speaking techniques (e.g., voice modulation, hand gestures, stance, eye contact).
- Use ice-breakers or games that encourage student interaction (e.g., What am I?, Birthday line-up, show and tell, snowball activity).
- Model a personal, oral response to a text.

Students may

- Brainstorm how to make a point clear to others when speaking.
- Create a rubric for effective speaking; use with a listening text.
- Read aloud short pieces written by themselves or others.
- Choose a media clip and comment on the effectiveness of speaking techniques, music, and sound effects used.

Connection

Teachers may

- Use specific questions to scaffold student learning when speaking and listening.
- Assign students to work in pairs, then groups of three, then four, etc., in order to help them become familiar with larger groups.

Students may

- Present their own personal response to an art form. Answer questions from the class.
- Participate in an information gap activity. After receiving and reading one line of a poem, students will mingle and read their lines to other students. They will then discuss predictions about the poem's meaning. Arrange the lines to determine whether predictions are correct.
- Read a newspaper or magazine article and summarize the main points for the class.
- In groups of four, 'teach' a poem to the class. One member will read the poem, one will discuss the content, another will explain why their group interpreted the poem as they did, and the fourth person will reread and facilitate a group discussion on ideas that may have been missed. The larger class can then respond through discussion or questions.
- Create and narrate a photo essay.

Continued

Resources and Notes

Authorized

English 10 (Nelson)

- Strategies to support GCO 2 are found in the Responding section on pages: 15, 63, 115, 159, 163, 249
- Selections related to GCO 2: 12, 62, 104, 114, 151, 160, 166, 246

Homegrown 10 (Nelson)

- Strategies to support GCO 2 are found in the Responding section on pages: 15, 29, 65, 72, 123
- Selections related to GCO 2: 14, 15, 16, 24, 70

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/spl.html>

- Public Radio (audio)
- Discussions and Debates (videos)
- Toastmasters
- Plays to Read Aloud
- Rubrics

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

Students will be expected to

- 2.1 *use a range of strategies that contribute to effective informal communication*
- 2.2 *evaluate the range of strategies that contribute to effective informal communication*
- 2.3 *adjust language and delivery when responding personally and critically*
- 2.4 *use a range of strategies associated with effective formal communication*
- 2.5 *evaluate the strategies associated with effective formal communication*

Focus for Learning

When speaking in formal situations, students who feel nervous may find it helpful to make sure they are well prepared. They must be given many opportunities to communicate informally in a large group setting. They may also practice communicating formally in small groups throughout the year. It is important to note that when asked to formally present, students feel more comfortable in certain settings (e.g., familiar groups, impromptu, reading from a text, using a display or other visual representation).

Some strategies for effective formal communication include:

- creating a list of points to use when speaking
- knowing the topic well, including information such as facts, statistics, and current events/news
- rehearsing to avoid reading word for word
- relaying information appropriately (e.g., chronologically, sequentially, order of importance, etc.)
- repeating the main idea
- speaking to the audience informally before the speech begins
- taking advantage of speaking opportunities to gain experience
- using appropriate body language, tone, volume, and pace
- using specific vocabulary that becomes more sophisticated over time
- using transitional terms

As with informal communication strategies, students will also evaluate whether their use of formal communication strategies are effective and achieve a desired purpose.

Sample Performance Indicator

Lead an informal group or class discussion on a topic of interest. Then, using questions and points from the class discussion, as well as other information gathered, prepare a formal group or class presentation on the same topic.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies

- Participate in self-assessment and peer assessment activities. Respond to prompts such as:
 - I know I was or wasn't prepared because...
 - I could tell the audience was engaged because...
 - I know I achieved my purpose because...
 - I can improve my presentation (or presentation skills) by...
- Use a character expert activity to get to know and present a character. A student will research a character and assume the role of that character for a question and answer session with their classmates.
- Compare different performances of the same song (e.g., compare songs on reality singing shows to original singers).

Consolidation

Students may

- Research and present both facts and opinions on a contemporary issue (e.g., climate change, poverty).
- Create and present a rant based on a pet peeve or a current issue (e.g., social media posts).
- Develop a 'What to do' and 'What not to do' video (e.g., how to get a date and how to not get a date).
- Create a Top Ten List video (e.g., top ten fashion mistakes, top ten places to visit) to share with the class.
- Prepare a presentation for their peers and then modify that presentation so that it is appropriate for a different audience (e.g. parents, authority figure, younger children).
- Work in groups of three to create a newscast which covers a well known event. Roles may include anchor, co-anchor, and reporter. The newscast could be videotaped and edited for presentation.

Extension

Students may

- Create and present a 'mockumentary'. Use a serious tone to deliver information on a topic that is not usually found in a documentary (e.g., discuss the routine of a pet as if it were a dangerous wild animal).

Resources and Notes

Authorized

PL Site: Teaching and Learning Strategies <https://www.k12pl.nl.ca/curr/10-12/ela/1201/strat.html>

- Video Clip – Critical Reflection through Speaking and Listening
- Video Clip – Deconstructing Media through Drama

Cultural Connections

Texts to practice speaking and listening include:

- *Regarding our Father – The Life and Times of Gerald S. Doyle* (provided 2014)
- *Songs of Ron Hynes – Vol.1* (provided 2014)
- *The Wonderful Dogfish Racket* by Tom Dawe (provided 2014)

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.1 explain how spoken language reveals ideas, values, and attitudes</p> <p>3.2 evaluate how spoken language influences others</p> <p>3.3 analyze the positions of others</p> <p>3.4 use a variety of communication styles appropriately</p>	<p>Students at this level should refine their communication skills by learning to interpret and explain how spoken language can reveal and influence the ideas, values, and attitudes of others. They will continue the practice of critical thinking and consideration of others' perspectives. Students should be sensitive to the feelings, responses, and cultural traditions of others.</p> <p>Teachers should focus on instilling in students an awareness and respect for the beliefs, ideas, and attitudes of others. Students must be aware that tone, word choice, and situation all affect how messages are perceived. To illustrate how the language they use reveals beliefs, ideas, and attitudes, students should be provided with opportunities to exhibit and reflect on their own use of respectful language in a range of situations. They must adjust language based on situation, audience, and purpose. When students communicate with sensitivity, they will use all the skills and strategies of effective verbal and non-verbal communication and active listening.</p> <p>Students all have individual experiences, linguistic backgrounds, and beliefs. They must become more aware of their own language use and its effect on others. To evaluate the effect of spoken language, students should:</p> <ul style="list-style-type: none"> • analyze the positions of others relative to their culture, beliefs, socio-economic position, etc. • examine the conventions of language in different social contexts (e.g., at school vs hanging out with friends) • recognize, examine, and articulate differences in communication styles (e.g., passive, aggressive, passive-aggressive, assertive) • think critically about what is considered to be an appropriate means of communication (form, style, tone, etc.) <p>Students will explore a variety of communication styles (e.g., verbal, non-verbal, passive, assertive). They will:</p> <ul style="list-style-type: none"> • ask tactful questions • participate in discussions • regularly practice speaking and listening skills • respond with empathy in all situations • use active listening skills • work collaboratively <p>See Appendix D for guidelines for collaborating.</p>

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review with students, types of purpose and audience.
- Brainstorm appropriate ways of speaking to various audiences or of talking and speaking in general (i.e., discuss body language, tone, etc.).

Students may

- Practice speaking in safe environments such as in pairs, small groups, etc.
- View or listen to talk show clips and comment on the main ideas and values which appear to be important to the speaker(s).
- Practice speaking in small groups using a two-sided approach. Students will choose a controversial topic and defend both sides for 30 seconds each. Sample topics may include co-ed sports teams, penalties for school absenteeism, legal age for tattoos.

Connection

Teachers may

- Demonstrate the distinction between apathetic, sympathetic, and empathetic listening. Ask students to provide their own examples of each.

Students may

- Provide examples of situations in which listeners often show apathy and discuss reasons for this lack of feeling.
- Present examples of advertisements created by political parties to discredit their rivals. Discuss how word choice and tone may reveal bias and attack the individual rather than the political stance.
- Analyze how mutual respect and sensitivity are evident during group discussions and other collaborative work.
- Watch clips from current TV shows or movies and discuss how respect for others is demonstrated throughout.
- Choose and present a familiar poem or speech and discuss why word choice is or is not effective and how it should change to make it more respectful and sensitive.

Resources and Notes

Authorized

Appendices

- Appendix D – Guidelines for Collaborating

English 10 (Nelson)

- Strategies to support GCO 3 are found in the Responding section on pages: 83, 163, 165, 177
- Selections related to GCO 3: 80, 160, 164, 174

Homegrown 10 (Nelson)

- Strategies to support GCO 3 are found in the Responding section on pages: 5, 29, 39, 59, 65
- Selections related to GCO 3: 14, 15, 24, 57, 70

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/spl.html>

- Teaching Respect (activities)
- Radio Programs

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.1 <i>explain how spoken language reveals ideas, values, and attitudes</i></p> <p>3.2 <i>evaluate how spoken language influences others</i></p> <p>3.3 <i>analyze the positions of others</i></p> <p>3.4 <i>use a variety of communication styles appropriately</i></p>	<p>Non-verbal communication may include:</p> <ul style="list-style-type: none"> • eye contact • facial expression • gestures • posture • purposeful pause <p>Verbal communication may include:</p> <ul style="list-style-type: none"> • making concise statements • questioning when necessary • speaking with clarity • speaking with confidence • using an appropriate tone <p>Students should vary their communication style based on their setting. They should consider audience demographic, audience response, purpose, situation, formality of setting, and word choice.</p> <p>Sample Performance Indicator</p> <p>Write and present a persuasive speech. Facilitate a class discussion on the power of spoken word. Focus on evidence of bias, persuasion, inference, connotation, and denotation.</p>

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Analyze a well known speech and present an overview of how the language used reveals the ideas, values, and attitudes of the speaker. Include a discussion of how the language influences audience response.
- View a clip showing a skilled interviewer discussing a sensitive topic (e.g., gender equality). Prior to viewing, discuss the topic and create potential interview questions. After viewing, compare the interviewer's questions with their own. Discuss the manner in which questions were posed with regard to sensitivity and respect.
- Watch a clip of a public figure reacting to an unexpected situation (politician being questioned, celebrity reacting to paparazzi, singer accepting award, musician reacting to overzealous fan). Discuss and compare the level of sensitivity and respect demonstrated in each instance.
- Evaluate and critique how the difference in communication styles used by various reality TV judges or sports commentators affect the contestants/athletes.

Extension

Students may

- Research and prepare an oral report on a local, national, or international event where others were not treated with sensitivity and respect. Students may focus on the consequences and reactions of those involved and suggest how the situation could have been handled differently.

Resources and Notes

Authorized

PL Site: Teaching and Learning Strategies <https://www.k12pl.nl.ca/curr/10-12/ela/1201/strat.html>

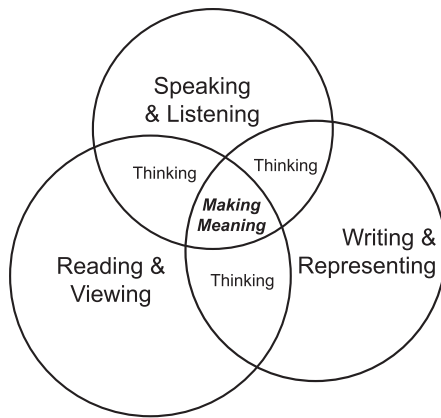
- Video Clip – Deconstructing Media through Drama

Section Three: Specific Curriculum Outcomes

Reading and Viewing

Reading and Viewing

Focus



Reading and viewing provide students with opportunities to interact with a variety of media and diverse texts. Reading and viewing are complex cognitive processes that involve making meaning of digital and paper texts. Making meaning requires multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas, and experiences
- navigating through texts
- using cueing systems (pragmatic, syntactic, graphophonic, and semantic) to comprehend content

In reading and viewing, students must decode, understand, evaluate, navigate, and reflect on all available forms of texts.

Outcomes Framework

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

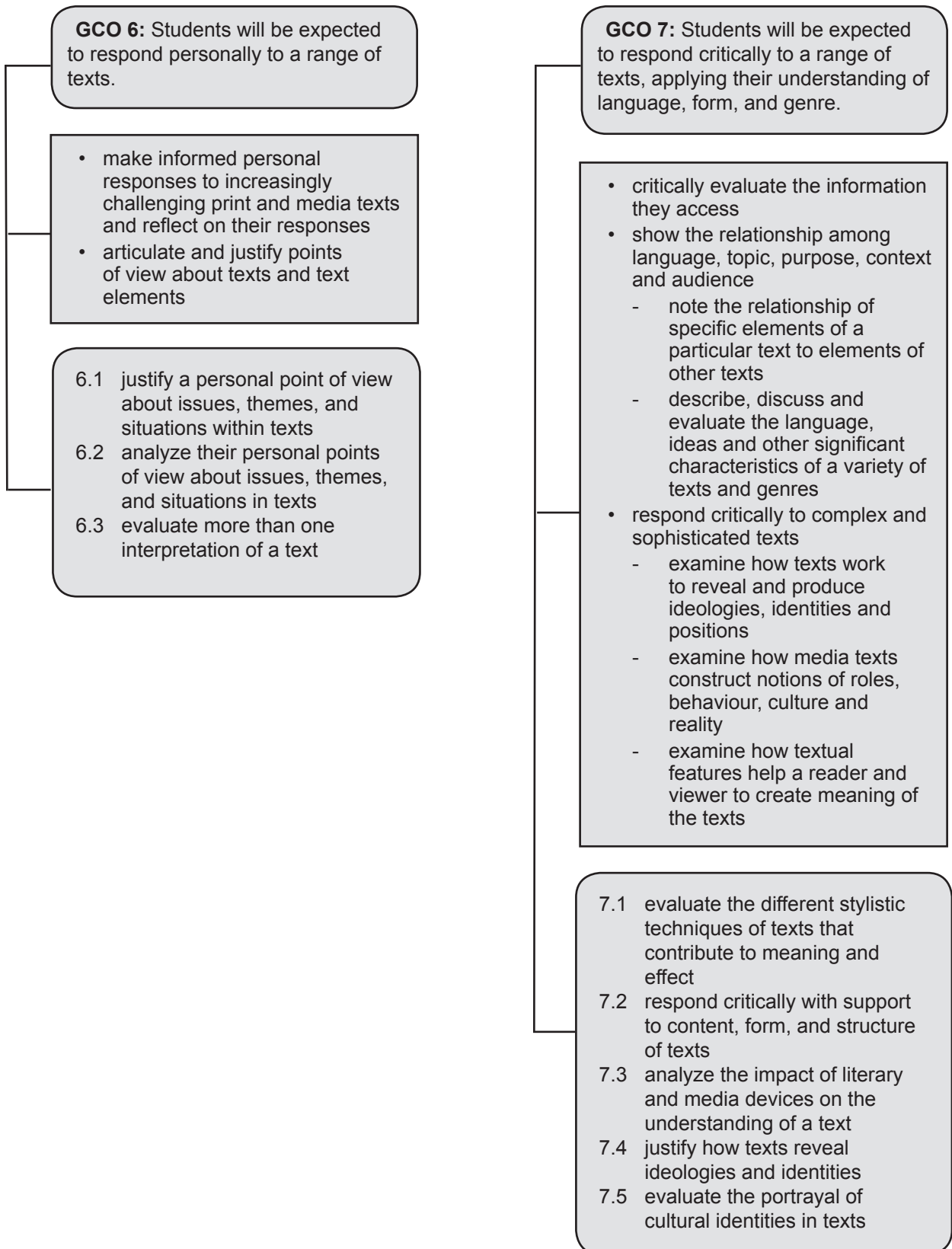
- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of ways in which information texts are constructed for particular purposes
- use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated texts and tasks

- 4.1 select texts that meet their needs and interests
- 4.2 analyze how text features are used to create meaning and achieve different purposes
- 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
- 4.4 assess specific strategies used to clarify confusing parts of a text

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- access, select, and research, in systematic ways, specific information to meet personal and learning needs
 - use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter
 - evaluate their research process

- 5.1 select relevant topics and questions for inquiry
- 5.2 analyze appropriate information from a variety of reliable sources
- 5.3 organize information from selected sources
- 5.4 integrate information to effectively meet the requirements of a learning task
- 5.5 share relevant information



SCO Continuum

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

English Language Arts 9	English 1201	English 2201
4.1 identify and select texts that meet their needs and interests	4.1 select texts that meet their needs and interests	13.0 read and view a variety of texts for different purposes
4.2 explain how authors use text features to create meaning and achieve different purposes	4.2 analyze how text features are used to create meaning and achieve different purposes	14.0 use specific strategies to enhance understanding of a text
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	15.0 reflect on the effectiveness of strategies for understanding text
4.4 assess personal processes and strategies for reading and viewing various texts	4.4 assess specific strategies used to clarify confusing parts of a text	16.0 evaluate how text features are used to create meaning and achieve different purposes
		17.0 understand how texts can influence behaviours and opinions

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

English Language Arts 9	English 1201	English 2201
5.1 identify relevant or interesting topics and questions for further study	5.1 select relevant topics and questions for inquiry	18.0 investigate topics for inquiry
5.2 use a variety of reliable information from various sources	5.2 analyze appropriate information from a variety of reliable sources	19.0 select information from a variety of sources
5.3 compare information from a variety of sources	5.3 organize information from selected sources	20.0 evaluate information from a variety of sources
5.4 use effective inquiry approaches and strategies	5.4 integrate information to effectively meet the requirements of a learning task	21.0 integrate information to meet the requirements of a learning task
	5.5 share relevant information	22.0 assess their own inquiry processes

GCO 6: Students will be expected to respond personally to a range of texts.

English Language Arts 9	English 1201	English 2201
6.1 use examples and supporting ideas to reflect on personal responses to texts	6.1 justify a personal point of view about issues, themes, and situations within texts	23.0 justify connections between their own experiences, emotions, and texts
6.2 examine their personal points of view about issues, themes, and situations in texts, citing appropriate evidence from the text(s)	6.2 analyze their personal points of view about issues, themes, and situations in texts	24.0 evaluate others' view about issues, themes, and situations in or about texts
	6.3 evaluate more than one interpretation of a text	25.0 justify their opinions about issues, themes, and situations in texts

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

English Language Arts 9	English 1201	English 2201
7.1 recognize that texts can be biased	7.1 evaluate the different stylistic techniques of texts that contribute to meaning and effect	26.0 evaluate the effectiveness of stylistic techniques used in various texts
7.2 evaluate a text's language, form, and genre	7.2 respond critically with support to content, form, and structure of texts	27.0 evaluate the impact of literary and media devices on a text
7.3 analyze the tools authors use to achieve different purposes	7.3 analyze the impact of literary and media devices on the understanding of a text	28.0 interpret social issues and cultural perspectives in a variety of texts
7.4 evaluate how form, content, and structure can contribute to meaning	7.4 justify how texts reveal ideologies and identities	29.0 examine multiple viewpoints within or between texts
7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts	7.5 evaluate the portrayal of cultural identities in texts	30.0 justify their own critical responses to a variety of texts
7.6 evaluate the portrayal of culture and reality in texts		

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to

- 4.1 select texts that meet their needs and interests
- 4.2 analyze how text features are used to create meaning and achieve different purposes
- 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
- 4.4 assess specific strategies used to clarify confusing parts of a text

Focus for Learning

Students should read and view a variety of texts from a range of genres and time periods. In English 1201, they should refine their ability to select texts (and genres) for their needs and interests and reflect upon their ability to do so. Book clubs and literature circles allow students to select texts based on their interests and provide exposure to a variety of text forms and topics. See Appendices E3 and E4 for more information.

It may be necessary to explicitly model text selection for different purposes, including:

- choosing appropriate texts at their reading/viewing level
- choosing texts because of an interest in the topic, layout, or author/creator
- comparing texts on similar themes or other elements
- comparing texts by the same or different authors/creators

See Appendix J for elements of common text forms.

The focus is on developing an understanding of the concept of style by analyzing an author's use of certain text features as students construct meaning, enhance fluency, and understand increasingly complex texts. Text features may be categorized as:

Print	Graphic	Organizational	Illustrations
<ul style="list-style-type: none"> • Appendix • Glossary • Index • Key • Preface • Table of Contents 	<ul style="list-style-type: none"> • Comparison • Cross-section • Diagram/figure • Graph/chart/table • Map • Timeline 	<ul style="list-style-type: none"> • Bold/coloured print • Bullet • Caption/label • Heading/sub-heading/title • Italics • Sidebar 	<ul style="list-style-type: none"> • Drawing • Photo • Sketch

Through learning experiences in previous grades, students should be able to read fluently, use a variety of strategies automatically, and read about topics that are outside their own experiences. When analyzing how text features create meaning, students will continue to use the strategies they have learned as they respond to the whole text. They should examine:

- author's language, tone, style, and purpose
- form
- illustrations
- literary devices (purpose and effectiveness)
- plot and character development
- text features

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model reading and viewing strategies to show how they work differently with various texts and for different purposes.
- Provide opportunities for modelled reading (teacher reads), shared reading (students read sections), guided reading (in small or large groups the teacher guides the reading and gives specific instructions or asks specific questions), and independent reading. See Appendix E2 for more information.
- Use a reading conference record to note student reading proficiency. See Appendix E5 for a sample teacher observational checklist.

Students may

- Discuss with another student or as a class, reading and viewing strategies that work best for them (e.g., how they would read a digital selection compared to a hard copy or a magazine compared to a novel, using strategies such as underlining or annotations).
- Choose a passage or newspaper article. Practice applying specific strategies tailored for different reading and viewing experiences (e.g., paraphrase, write jot notes, create visuals to enhance meaning).
- Complete a self-interest survey for reading and viewing. See Appendix F for self-interest checklists.
- Describe the things that attract them to a text (e.g., tone, description of an event, character, conflict, resolution, epiphany, image, emotional response).
- Participate in games to reinforce vocabulary (e.g., Scrabble™, Scattergories™).
- Create a Reader's Notebook to record books read, genres encountered, annotations, responses to books, etc.

Resources and Notes

Authorized

Appendices

- Appendix E1 – Literary Genres
- Appendix E2 – Modelled, Shared, and Guided Instruction
- Appendix E3 – Book Clubs
- Appendix E4 – Literature Circles
- Appendix E5 – Teacher Observational Checklist
- Appendix F – Self-Interest Checklists
- Appendix J – Characteristics and Elements of Common Text Forms

English (Nelson)

- Strategies to support GCO 4 are found in the Responding section on pages: 41, 61, 118, 205, 214
- Selections related to GCO 4: 38, 58, 116, 202, 210

Homegrown 10 (Nelson)

- Strategies to support GCO 4 are found in the Responding section on pages: 13, 23, 51, 55, 72, 91
- Selections related to GCO 4: 8, 21, 50, 54, 70, 83

PL Site: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/strat.html>

- Video Clip – Promoting Choice in Text Selection
- Video Clip – E-Readers

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to

- 4.1 select texts that meet their needs and interests*
- 4.2 analyze how text features are used to create meaning and achieve different purposes*
- 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts*
- 4.4 assess specific strategies used to clarify confusing parts of a text*

Focus for Learning

Students should think about how they best read and view for a variety of purposes. They should begin to use general processes (step-by-step from beginning to end) that will help them understand and shape their identities as critical readers. They will also use specific strategies to help them adjust their reading and viewing rate according to purpose. They may:

- access prior knowledge
- ask questions
- continue to build vocabulary
- determine literal and inferential meanings
- determine main ideas
- identify and analyze text features
- infer and make predictions
- organize information to aid memory
- make connections before, during, and after
- paraphrase and/or summarize
- reread challenging parts
- review, scan, skim
- self-evaluate and set goals
- synthesize and extend meaning
- underline, make jot notes/ annotations
- use syntactic, graphophonic, and phonological cues
- use visuals to enhance meaning

See Appendix A4 for strategies for supporting students when reading and viewing. See Appendix E7 for cueing systems and B2 for prompts to scaffold learning.

It is important for students to reflect on the strategies they use and to continuously self-assess whether the strategies are effective. This will allow them to know when and how to change their approach to understanding texts if they are experiencing difficulty when reading and viewing.

For more information and criteria on assessing the reading and viewing strand, see Appendix E8.

Sample Performance Indicator

Participate in a media watch activity:

1. Follow a specific story as it unfolds and is presented in different media forms (e.g., TV news report, online summary, video, newspaper article, editorial cartoon).
2. Create a media journal to record and summarize information and to reflect personally on your findings.
3. Share and discuss observations on a regular basis.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Connection

Teachers may

- Collaborate with subject teachers from other curriculum areas to determine cross-curricular connections which may be used to plan lessons.

Students may

- Choose a text which includes informational text features (e.g., science text, instructional manual). Discuss whether the author's choice of text features are effective in achieving its purpose.
- Analyze whether specific devices in a text are effective (e.g., repetition creates emphasis, literary devices create imagery).
- Use reading bookmarks (which allow students to mark items to reread later) as they are browsing the Internet.
- Discuss the following questions as part of a book club:
 - Do you agree or disagree with how the characters handle conflict? Explain your answer.
 - How would a different point of view change the story?
 - Should the message be contested or revisited?
 - What can we learn about how we live our own lives?
 - What details made the setting interesting for you?
 - What is the author/text trying to do to the listener/reader/viewer? How does he/she accomplish this?
 - What traits of the main character would you change and why?
 - Whose voices and positions are not being expressed?

Consolidation

Students may

- Complete a reading self-assessment and incorporate new reading and viewing strategies.
- Choose a text from another course (e.g., science, social studies). Work in groups to deconstruct information and discuss reading and viewing strategies used.
- Compare how the same topic is communicated through different forms and how the form affects the message and meaning.
- Present their understanding of a text using a multimedia format.

Extension

Students may

- Watch a parody or a satire (e.g., rant, political cartoon, editorial) and identify the obvious, as well as the underlying issues.

Resources and Notes

Authorized

Appendices

- Appendix A4 – Strategies for Supporting Students (R/V)
- Appendix B2 – Prompts and Questions to Scaffold Student Learning (R/V)
- Appendix E6 – Reading Strategies
- Appendix E7 – Cueing Systems
- Appendix E8 – Assessing Reading and Viewing

Supplementary

Texts for Independent Reading – Senior High School Annotated Bibliography (2015) can be found at http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/July_2015_Annotated%20Bib.pdf

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/rv.html>

- Deciding What to Read
- Encouraging Independent Reading
- Movie and Music Reviews
- Newfoundland and Labrador Museums
- News Sites

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes

Students will be expected to

- 5.1 select relevant topics and questions for inquiry
- 5.2 analyze appropriate information from a variety of reliable sources
- 5.3 organize information from selected sources
- 5.4 integrate information to effectively meet the requirements of a learning task
- 5.5 share relevant information

Focus for Learning

In grade 9, students used many different skills and strategies as they moved through the stages of inquiry. The focus was not on specific research assignments; rather, it was on integrating inquiry skills throughout the year and in a variety of settings. In English 1201, these stages can be revisited as student understanding and text creation become more sophisticated. Inquiry should continue to be ongoing and integrated into many activities. Whether inquiry is formal or informal, it should include:

1. Planning
2. Gathering Information
3. Interacting with Information
4. Synthesizing Information
5. Sharing Information
6. Assessing and Evaluating

See Appendix G for more information on the stages of inquiry.

Inquiry focuses on student questions within meaningful contexts to choose topics, develop solutions to problems, and investigate information and issues on a continuous basis. Research and inquiry does not always involve a research paper as the final product. It may include a variety of forms such as verbal sharing of information, bulleted list, quotation, multimedia presentation, song, dance, blog, etc.

The process of moving from general to specific questions for inquiry often starts with an essential question. Essential questions are structured as open-ended inquiries that do not have obvious or specific answers. They encourage students to rely on personal experiences, prior learning, and information gathering as a means to connect with the topic or issue. Students guide themselves by asking, What do I already know?, What questions do I have?, How do I find out?, What did I learn?

Some examples of essential questions include:

- How does music influence people?
- What are the traits of a good leader?
- How would our culture be different without certain technology?
- What makes a family a community?
- What role does technology play in the history of a people?

During the inquiry process, teachers must:

- encourage students to explore challenging and varied texts
- encourage students to increase responsibility for their learning
- help students decide on the type of information they need
- help students to make connections between the world of the text and their own thinking
- make student assessment an ongoing part of the learning
- plan ways to actively engage each learner

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss the importance of using a variety of sources to locate information (e.g., interviews, social media).
- Differentiate between primary (first-hand or original) and secondary (interpretations of the original) sources of information.
- Review criteria to assess the degree of reliability and bias in sources. See Appendix H for information on bias.
- Discuss the meaning and consequences of plagiarism. Discuss modern ways of determining plagiarism.
- Model ethical research practices.

Students may

- Generate essential questions for further inquiry.
- Brainstorm (individually, in small groups, or as a class) topics of interest to them. Categorize topics into groups based on most current, most engaging, most informative, etc.
- Research and discuss reasons why various sources are considered valid.

Connection

Teachers may

- Use a topic familiar to all students to model research steps that support inquiry.
- Model the research process (provide ads, interviews with mechanics, video reviews, consumer reports) to demonstrate informed decision making regarding a purchase, such as a car.

Students may

- Use a graphic organizer to compare and categorize information on the same topic from two (or more) sources.
- Choose, in small groups, two or more texts (e.g., news article, text book) which include some form of research. Discuss validity of sources, presentation format, and whether amount of information included is sufficient.
- Discuss the validity of a specific website or other type of text. For a website, students may look to see if it is professional (e.g., .edu, .gov, .org, .mil, .museum, etc.), has an author, is copyrighted, is current, includes references, includes unbiased information, offers date of publication, offers links, etc. Provide reasons for their choices.

Resources and Notes

Authorized

Appendices

- Appendix G – Stages of Inquiry
- Appendix H – Bias

English (Nelson)

- Strategies to support GCO 5 are found in the Responding section on pages: 65, 99, 103, 109, 148, 185, 227, 229
- Selections related to GCO 5: 64, 96, 100, 107, 144, 183, 225, 228

Homegrown 10 (Nelson)

- Strategies to support GCO 5 are found in the Responding section on pages: 13, 20, 37, 45, 48, 55, 82
- Selections related to GCO 5: 8, 16, 34, 42, 46, 54, 82

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/rv.html>

- Introduction to Research and Citing Sources
- Research Ideas

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes

Students will be expected to

- 5.1 *select relevant topics and questions for inquiry*
- 5.2 *analyze appropriate information from a variety of reliable sources*
- 5.3 *organize information from selected sources*
- 5.4 *integrate information to effectively meet the requirements of a learning task*
- 5.5 *share relevant information*

Focus for Learning

Students should be able to understand and evaluate the degree of reliability and bias of a source, as well as select relevant concepts for integration into the texts they create. Students will build on their experiences from grade 9 using known or previously created criteria to evaluate sources. While the level of student independence will vary, it is expected that English 1201 students will become confident and adept at evaluating sources with which they interact.

For Internet related inquiry, students can also use URLs and extensions in a Web address to determine validity; determine origin of material (e.g., country codes); and check webpages for age appropriateness, organized links, and important and accessible information.

Students must develop strategies for collecting, organizing, and processing information. They may:

- assign a number or letter to show order of relevance
- keep track of citations while organizing and writing (students must have a good understanding of the regulations and consequences of plagiarism)
- organize materials they have read
- paraphrase and summarize
- place research into sub-topics
- use graphic organizers
- use graphs, pictures, etc.
- use notes to generate questions and ideas
- write jot notes or highlight information as they read

The type of information that is gathered and how it is integrated depends on the essential question and the text form used to present the information. Regular feedback from peers and the teacher will help students feel more confident in their final product.

Sharing of information may take various forms (e.g., small group, whole class, or student-teacher). Depending on the type and purpose of inquiry, not all information is expected to be shared with an audience.

Sample Performance Indicator

Answer the essential question: How do children's books teach us about life?

- Find and research examples of children's literature.
- Discuss how the author reveals his or her message about life.

Alternatively, choose one of the essential questions listed on page 54 of this document.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Choose a topic for inquiry that is of personal interest (e.g., reviewing a food product, planning a trip, choosing a cell phone, buying a car) and follow the stages of inquiry to create a text which is appropriate for the topic (e.g., blog, video, research paper).
- Choose a song. Create a multimedia presentation (e.g., Youtube™ video, Prezi™ or a PowerPoint™) to identify the:
 - artist's background (birthday, experiences, influences, etc.)
 - literal vs. figurative meaning
 - poetic devices
 - personal connection to themselves
- Analyze a current events story for reliability and bias using a variety of news sources (e.g., news stations, magazines).
- Complete a student version of Dragon's Den™ (create a new product, determine its viability, and present an argument for or against). Assign bias to individual judges.
- Find examples of individuals, groups, corporations, or governments making bad decisions based on poor research (e.g., vaccination-health connections). Create an infographic to share important facts.
- Reflect on their own ability to select relevant and valid texts for research. They may ask themselves:
 - Did my source include author's name, position, organization, date of creation, contact information?
 - Was the information accurate, reasonable? How do I know?
 - Was the information relevant to my topic?
 - Was the information valid?
- Write a speech on a popular social media topic. Incorporate research that supports their point of view.
- Choose a topic relevant to their own lives (e.g., driving age, ATV safety rules). Research the rules which must be followed in their own province and country as well as in other countries. Present in a form of their choice.
- Find an example of plagiarism in a specific context such as popular culture, politics, etc. Share details and personal thoughts.

Extension

Students may

- Create a video mash-up on a specific topic or theme. Find excerpts of videos and/or audio files from different sources and compile to create an informational video outlining important facts or a timeline of events.

Resources and Notes

Cultural Connections

Inquiry based books include:

- *How Newfoundlanders Got the Baby Bonus* – Edward Roberts (provided 2014)
- *Riots and Religion in Newfoundland: The Clash Between Protestants and Catholics in the Early Settlement of Newfoundland* – David Dawe (provided 2014)

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes

Students will be expected to

- 6.1 justify a personal point of view about issues, themes, and situations within texts
- 6.2 analyze their personal points of view about issues, themes, and situations in texts
- 6.3 evaluate more than one interpretation of a text

Focus for Learning

Students have experience in responding and making personal connections to broader and more complex themes and issues. In grade 9, student responses were expected to go beyond simply stating their opinion. They made connections to themselves, to other texts, and to the world. English 1201 students are expected to continue this using increasingly sophisticated texts. They will provide sound and specific reasoning when expressing a personal point of view. This can be accomplished by conducting demonstrations, sharing reflections, making comparisons, and providing evidence, examples, and statistics.

Interpretation is what a reader does in response to a text when they are trying to make meaning from that text. To analyze their own personal points of view about issues, themes, and situations they encounter in texts, students will first interpret information they read, view, or listen to. They may find it helpful to answer questions related to:

Personal connections to a text:

- Can I make an emotional connection between an element in the text and someone or something in my life? How does that make me feel?
- Is there an intellectual appeal that enhances or limits my appreciation? (e.g., too simplistic or advanced).
- Is the style something that I dislike? If so, am I lacking an appreciation for a text element that others may enjoy? (e.g., Am I skimming through sections rich in imagery because of disinterest?).

Connections to other texts:

- Why does it remind me of another text?
- What text features does it have in common with other text(s)?
- Why did I experience a parallel or contrasting emotion?

Connections to the world:

- How does it remind me of a community or world issue?
- How does it remind me of ongoing events or issues in my community, province, or country?

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Challenge students to examine and explain reasons why they may like or dislike certain texts, topics, or ideas.
- Model how to explain reasons for their own interests (e.g., may now enjoy watching a sport because of involvement in the sport as a child).
- Encourage students to examine and reflect upon their personal beliefs and attitudes towards various issues and topics in society by asking questions such as:
 - Are manners important?
 - How important are material things?
 - What are your goals?
 - What behaviours do you value (e.g., sportsmanship, teamwork, honesty)?
 - What is important about family?
 - What makes you angry?
 - What makes you proud?

Students may

- Self-assess their interest in texts, topics, or ideas through an interest inventory. Make a list of their top five interests. Discuss or write a short paragraph to justify their choices. See Appendix F for sample self-interest inventories.
- Reflect on and list some of their favourite texts. Determine reasons why each text was important to them. Share in a small group.
- Relate an experience where they changed their mind about something (e.g., food, type of music, favourite team). Provide reasons for the change.

Connection

Teachers may

- Share multiple perspectives on a given text (e.g., movie review, book trailer, blog, wiki).
- Model a think-aloud as they respond to text(s) that can have multiple interpretations.

Continued

Resources and Notes

Authorized

Appendices

- Appendix F – Self-Interest Inventories

English (Nelson)

- Strategies to support GCO 6 are found in the Responding section on pages: 17, 52, 67, 143, 201, 207, 219, 221
- Selections related to GCO 6: 16, 48, 66, 142, 199, 206, 217, 220

Homegrown 10 (Nelson)

- Strategies to support GCO 6 are found in the Responding section on pages: 23, 39, 51, 61, 65, 93
- Selections related to GCO 6: 21, 38, 50, 60, 64, 92

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/rv.html>

- Personal Response Prompts
- Opportunities for Students to Respond Personally

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes

Students will be expected to

- 6.1 justify a personal point of view about issues, themes, and situations within texts*
- 6.2 analyze their personal points of view about issues, themes, and situations in texts*
- 6.3 evaluate more than one interpretation of a text*

Focus for Learning

It may be necessary to assist students in connecting to or gaining meaning from a text by:

- asking students for clarification of ideas
- encouraging students to consider others' comments on a text
- focusing on student interpretations during class discussions
- helping students to link ideas
- making a note of student first impressions
- revisiting earlier student interpretations of a text

Students must be aware that their initial thoughts and feelings on a text may be different from those of others. They should understand that exposure to the opinions of others can help shape (by changing, strengthening, or weakening) their own opinions. Through evaluating the evidence others present, students may or may not revise their own interpretations.

Students can evaluate more than one interpretation of a text by:

- comparing comments of others
- comparing their own interpretations to those of others
- finding evidence of ideas
- questioning ideas
- revisiting earlier interpretations of a text

Sample Performance Indicator

As a class, read or view one controversial and/or challenging text (e.g., editorial, advertisement) and:

1. In a chosen form (e.g., blog, journal, tweet, Socrative™), record your own initial feelings and reactions to the topic.
2. Share initial responses with the class, providing evidence to support opinions.
3. After hearing the thoughts of others, add to your journal or blog to reflect on whether or not your initial opinion changed and why (or why not).

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies

Students may

- Read a text that demonstrates how authors or characters view themselves. Create an 'I Am' board in response to how they see themselves. Include words and images they feel best represent who they are.
- Question the results of the self-interest inventory and examine why they like or dislike certain things. Consider whether they would be willing or able to change their interests.
- Personally respond to a text using a partner sharing activity. Take a few minutes to annotate or write jot notes about a text. Then share their thoughts with a partner or small group.
- Listen to a song and create a new title. Defend their choice. Choose two titles from those presented by peers and decide whether they agree or disagree with the title choices and reasons provided by their peers.
- Find a famous quotation that they would adopt as a personal mantra (e.g., Be the change you wish to see in the world – Gandhi). Explain their connection to the quotation.
- Write marginal annotations as they are reading or viewing in the form of comments or questions. These can be used for future inquiry.

Consolidation

Students may

- Choose a selection from a genre or artist they have determined they dislike and highlight its positive qualities. Explain whether or not their opinions changed and to what degree.
- Select a page or pages from an online text. Create an original piece of art which represents their emotional connection to the text.
- Create or choose a soundtrack to which they feel a personal connection. Describe how this could be a soundtrack to a show based on their life. Create an original piece of art to represent their interpretation of the soundtrack.
- Read or view a text to determine theme or meaning and defend their response.

Extension

Students may

- Respond to one text using a variety of personal response text forms (e.g., oral/dramatic, written, and artistic).

Resources and Notes

Cultural Connections

Mentor Texts include:

- *Our Life on Lear's Room, Labrador* – Greta Hussey (provided 2014)
- *100 More Canadian Heroines: Famous and Forgotten Faces* – Merna Forster (provided 2014)
- *Newfoundland Quarterly* – Volumes 105-106 (provided 2014)

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

Students will be expected to

- 7.1 evaluate the different stylistic techniques of texts that contribute to meaning and effect
- 7.2 respond critically with support to content, form, and structure of texts
- 7.3 analyze the impact of literary and media devices on the understanding of a text
- 7.4 justify how texts reveal ideologies and identities
- 7.5 evaluate the portrayal of cultural identities in texts

Focus for Learning

Students should have opportunities to choose texts which are engaging and relevant to their lives. They will read and view texts and draw conclusions from information presented.

Students will use critical thinking skills to evaluate various stylistic techniques used by authors by examining and determining the effectiveness of:

- literary and media devices
- the conciseness of the writing
- transitional phrases
- use of active or passive voice
- use of dialogue
- varied sentence structure

They must also respond critically to various texts they encounter. Teachers should use prompts and questions that guide students as they respond. They may consider organization of a text, how writing style contributes to meaning and purpose, how literary devices and media techniques impact understanding and why an author chooses to create a text using a specific form.

Students can critique a text by asking:

- How is the topic presented? What are other ways in which this topic could be presented?
- What does the text tell us that we already know or don't know?
- Where did the text appear? For what purpose can it be used?
- Who constructed this text? For whom is it constructed?
- Who is marginalized in this text?
- What/who has been included and what/who has been omitted?
- What is the author or text trying to accomplish? How is this done?
- What other ways are there to convey this message? Should the message be questioned?

Using and analyzing the impact of literary and media literacy devices is important for students at this level. These may include medium, message, allusion, flashback, imagery, symbolism, etc. Students have experience in previous grades with many literary devices and their impact on a wide variety of texts (e.g., symbolism in a novel to develop theme, colour in a visual to enhance effect, music in a movie to evoke mood). As well, students will continue to develop their understanding of media literacy devices (e.g., bias, logo, medium, subtext) and their impact on various texts. See Appendix I1 for literary devices and Appendix I2 for visual and media devices.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Assess students' knowledge of particular stylistic techniques such as literary and media devices (ask questions related to previous texts studied), transitional phrases (ask students to suggest transitional phrases during a read-aloud), and active and passive voice (ask students to provide examples of each).
- Use anticipation guides and other cooperative learning strategies to assess students' prior knowledge of a specific or thematic topic.

Students may

- Brainstorm a list of stylistic techniques associated with specific text forms such as narrative, poetic, visual, or media text.
- Using a list of literary, visual, and media devices, identify the purpose (e.g., repetition is used for emphasis, satire can be used to illustrate a point).

Connection

Teachers may

- Model critical thinking processes using guiding questions. Respond to events students are familiar with (e.g., why creators chose to present a television show or website as they did).
- Analyze with students, various media forms to determine the presence and purpose of subliminal messages and/or subtext.
- Analyze with students, several texts to compare examples of bias.
- Use an observational checklist to note strategies and behaviours students use when responding to texts they have read or viewed.

Students may

- Analyze the purpose of specific stylistic techniques (see brainstormed list in Activation).
- Write from the perspective of a character in a fairy tale (to tell the story or to explain what happened to a friend).
- Choose a text on a controversial topic. Create an infographic or write two articles; point and counter point, to outline arguments for both sides of the issue.
- Discuss why films are classified by genres (e.g., comedy, horror, drama) by analyzing specific devices (music, use of colour, camera angles, lighting, framing, etc.).

Resources and Notes

Authorized

Appendices

- Appendix I1 – Literary Devices
- Appendix I2 – Visual and Media Devices

English (Nelson)

- Strategies to support GCO 7 are found in the Responding section on pages 11, 35, 95, 125, 180
- Selections related to GCO 7: 5, 30, 93, 121, 178

Homegrown 10 (Nelson)

- Strategies to support GCO 7 are found in the Responding section on pages: 7, 20, 23, 33, 37, 53, 67
- Selections related to GCO 7: 4, 16, 21, 31, 34, 52, 66

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/rv.html>

- Videos for Analysis
- Fascinating Advertisements
- Animations
- Documentary Sources
- Media Sites for Teachers and Students

Continued

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

Students will be expected to

- 7.1 *evaluate the different stylistic techniques of texts that contribute to meaning and effect*
- 7.2 *respond critically with support to content, form, and structure of texts*
- 7.3 *analyze the impact of literary and media devices on the understanding of a text*
- 7.4 *justify how texts reveal ideologies and identities*
- 7.5 *evaluate the portrayal of cultural identities in texts*

Focus for Learning

It is important for teachers to review prior knowledge of stylistic techniques. Teachers must challenge students to consider the impact and effect these devices can have on the audience (e.g., to evoke mood, create emphasis, grab attention of audience).

Students must be aware that texts can reveal the personal and cultural ideologies and identities of their creators, including their own beliefs, positions, and any biases they may have. They may find some level of bias in many of the texts they read and view. Questions to help students respond critically and understand how ideologies and identities are revealed and portrayed include the following:

- How does the author portray ethical and legal issues? Belief systems? Multiculturalism? Violence? Aboriginal issues? Gender? LGBTQ? Individuals with special needs? Political issues?
- How does the author think about the world?
- Is the author's thinking accurate? Justified?
- Is there only one perspective presented?
- What issues are raised?
- What or whose opinion is missing?
- Would a person have reason to feel devalued by this text?

Students should understand that the role of culture is critical. They need to be challenged to understand how particular texts may or may not accurately and appropriately portray various cultural identities. Teachers will need to support students as they learn to not make assumptions about others based on a single cultural indicator or one specific tradition. In order to evaluate the portrayal of cultural identities in texts, students could consider:

- age, gender, and family roles
- appropriateness of physical contact
- attitudes towards time
- dress and food
- education and language

Sample Performance Indicator

Collect a series of print ads and create a gallery walk. Peers will make notes on literary devices and stylistic techniques. Notes may be made on purpose, form, content, effectiveness, what the ads reveal about cultural identity, and intended audience.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

- Answer the following questions related to a visual text:
 - What am I looking at? What does the image mean to me?
 - What is the relationship between the image and the written caption or title?
 - How can I visually depict the same message to make it clearer or more effective?
- Answer the following questions in relation to a text studied:
 - Who constructed this text?
 - What is the purpose?
 - What are the key messages?
 - What other ways are there to convey the message?

Consolidation

Students may

- Write an essay to discuss the effects that literary devices have on the development of a character or theme. A prose selection or novel may be used.
- Represent a text as a different genre utilizing specified characteristics (e.g., represent a story as a poster using visuals, headings, colour).
- Justify why the author or creator chose specific devices in the creation of text (e.g., stylistic techniques).
- Modify a selection to make it effective (e.g., change diction, language) for a different audience.
- Rewrite a text using a different dialect or a song using a different genre (e.g., country song as a rap).
- Compare comedic styles of past and current comedians (e.g., content, form, language, use of literary devices).
- Write a dialogue based on a conversation they had during the previous week; this can then be extended into a play, poem, tweet, Prezi™, etc.
- Choose a text (e.g., song, video, magazine, fairy tale). Make a chart which includes bias and/or stereotypes present, reasons why the author may have chosen to write or create the text this way, and potential effects on the audience.
- Use a program such as Comic Life™ to create a comic strip based on a text studied. Use literary and media devices to create effects similar to those of the original.

Extension

Students may

- Join a local book club or form a school book club. Share the benefits of a book club with the class.

Resources and Notes

Cultural Connections

Texts for responding critically:

- *The Breakwater Book of Contemporary Newfoundland Poetry* – Mark Callanan and James Langer (provided 2014)
- *Jack and Mary in the Land of Thieves, A Jack Tale* – Andy Jones (provided 2014)

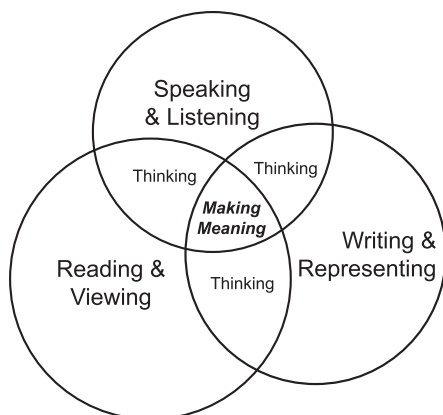
Section Three:

Specific Curriculum Outcomes

Writing and Representing

Writing and Representing

Focus



Writing and representing allow students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas, and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

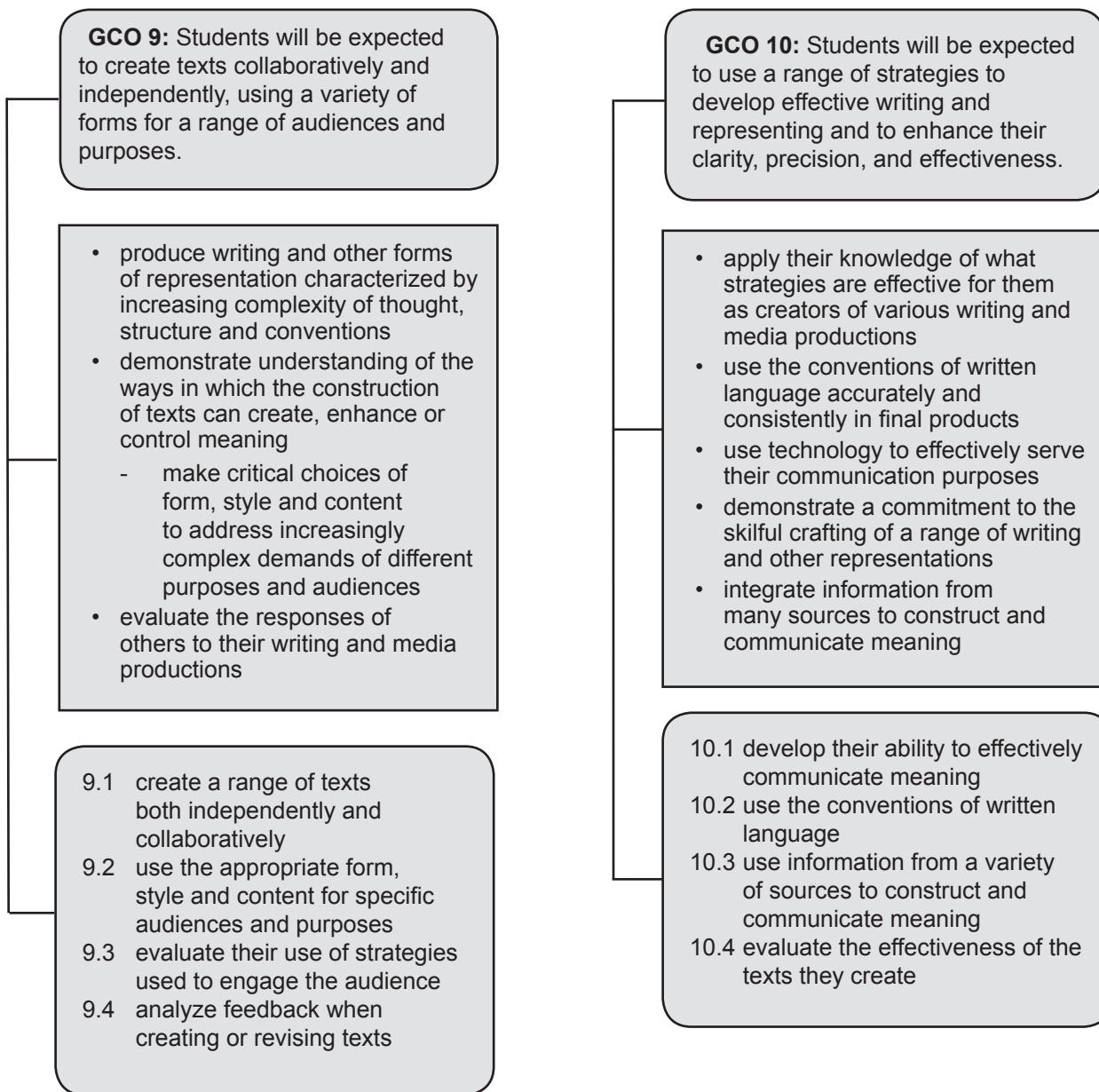
In writing and representing, students must decode, understand, evaluate, and create a variety of forms and reflect on the creation process.

Outcomes Framework

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- use writing and other ways of representing to extend, explore and reflect on
 - their experiences with and insights into challenging texts and issues
 - the processes and strategies they used
 - their achievements as language users and learners
 - the basis for their feelings, values and attitudes
- use note-making to reconstruct increasingly complex knowledge
- make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

- 8.1 apply a variety of effective strategies when writing and representing
- 8.2 evaluate the values and attitudes in the texts they create
- 8.3 use language which creates interesting and imaginative effects
- 8.4 evaluate their own learning processes and strategies



SCO Continuum

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

English Language Arts 9	English 1201	English 2201
8.1 experiment with a variety of strategies as language learners	8.1 apply a variety of effective strategies when writing and representing	31.0 apply a variety of strategies when writing and representing
8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes	8.2 evaluate the values and attitudes in the texts they create	32.0 create a variety of texts using a range of stylistic techniques
8.3 assess strategies that help them learn and describe their personal growth as language learners	8.3 use language which creates interesting and imaginative effects	33.0 evaluate the perspectives and biases present in texts they create
8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)	8.4 evaluate their own learning processes and strategies	34.0 assess their own writing and representing strategies and processes

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

English Language Arts 9	English 1201	English 2201
9.1 create a range of texts	9.1 create a range of texts both independently and collaboratively	35.0 create a variety of texts both independently and collaboratively
9.2 evaluate the use of a variety of writing and representing forms and styles to suit purpose(s) and audience(s)	9.2 use the appropriate form, style and content for specific audiences and purposes	36.0 create a variety of texts for a range of purposes and audiences
9.3 assess feedback to inform future work	9.3 evaluate their use of strategies used to engage the audience	37.0 analyze the form, style, and content throughout the processes of text creation
	9.4 analyze feedback when creating or revising texts	38.0 assess feedback of others when creating or revising texts

GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

English Language Arts 9	English 1201	English 2201
10.1 evaluate strategies that most effectively help create a variety of texts	10.1 develop their ability to effectively communicate meaning	39.0 use the conventions of written language
10.2 use the conventions of written language	10.2 use the conventions of written language	40.0 justify responses by integrating information
10.3 use various technologies in communicating for a range of purposes with a variety of audiences	10.3 use information from a variety of sources to construct and communicate meaning	41.0 evaluate the effectiveness of texts they create
10.4 demonstrate a commitment to the processes involved in creating texts	10.4 evaluate the effectiveness of the texts they create	42.0 refine their use of strategies to engage the audience and communicate meaning

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

Students will be expected to

- 8.1 apply a variety of effective strategies when writing and representing
- 8.2 evaluate the values and attitudes in the texts they create
- 8.3 use language which creates interesting and imaginative effects
- 8.4 evaluate their own learning processes and strategies

Focus for Learning

In grade 9, students experimented with a variety of writing and representing strategies, including creating lists, drawing diagrams and sketches, making notes, taking photos, and using graphic organizers. In English 1201, they should continue to have multiple opportunities to write and represent. They will continue to develop skills and confidence in writing and representing by creating a variety of texts that are personal and creative.

The role of the teacher includes:

- assessing the process as well as the product
- encouraging sharing or publishing
- modelling exemplars
- providing individual and small or large group instruction

When writing and representing, students will use a variety of effective strategies which evolve from those used in grade 9 and become more instinctive as the year continues. They include:

- being organized (using jot notes, idea webs, etc.)
- choosing a form and style appropriate for audience and purpose
- using an editing checklist (e.g., checking conventions, checking appropriate text features, ensuring unity and coherence)
- using prior knowledge and gathering appropriate information to support a chosen form

It is often difficult for students to evaluate the values and attitudes found within their own writing and representing. To encourage self-evaluation, teachers may provide the following prompts:

1. What values/attitudes are evident?
2. How do I know? What evidence is presented?
3. Is the text form the best choice to represent these values/attitudes?

Some forms of writing and representing may include:		
blog	letter	sculpture
comic	multimedia	skit
dance	opinion piece	speech
email	painting	ten word story
interview	rebuttal	tweet

See Appendix K1 for more sample writing and representing forms.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Share journals, blogs, monologues, poetry, essays, and songs relating to their own experiences.
- Read samples of personal reflections and narratives.
- Use writing folders, portfolios, checklists, and/or anecdotal notes to guide instruction.
- Review shared student exemplars or those from online sources.
- Provide opportunities for:
 - guided writing (the teacher guides the writing and gives specific instructions or asks specific questions)
 - independent writing
 - modelled writing (teacher writes)
 - shared writing (students write sections)

Students may

- Use graphic organizers or sketches to share how they feel about an issue.
- Use a variety of brainstorming strategies (e.g., listing, mapping, using graphic organizers, free writing) for one topic. Discuss why one strategy may be more effective than another.
- Create a rubric that lists criteria they feel should be part of their own assessment when writing and representing. Criteria may include:
 - appropriate selection of form and structure
 - development of voice, style, and design
 - editing and proofreading processes
 - organization of ideas
 - understanding of audience and purpose
 - use of conventions
- Describe the impact different types of texts have had on their lives.

Resources and Notes

Authorized

Appendices

- Appendix K1 – Sample Writing and Representing Forms.

English (Nelson)

- Strategies to support GCO 8 are found in the Responding section on pages: 20, 47, 90, 113, 141, 173, 193, 209, 224, 253
- Selections related to GCO 8: 18, 45, 88, 110, 140, 169, 190, 208, 222, 252

Homegrown 10 (Nelson)

- Strategies to support GCO 8 are found in the Responding section on pages: 16, 23, 39, 61, 72, 83, 100
- Selections related to GCO 8: 15, 21, 38, 60, 71, 83, 100

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/wrp.html>

- Writing and Representing Prompts
- Author Websites
- Writing and Representing Strategies
- Reference for Writing

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

Students will be expected to

- 8.1 *apply a variety of effective strategies when writing and representing*
- 8.2 *evaluate the values and attitudes in the texts they create*
- 8.3 *use language which creates interesting and imaginative effects*
- 8.4 *evaluate their own learning processes and strategies*

Focus for Learning

To create interesting and imaginative texts, it is important for students to experiment with writing and language (dialogue, word choice, literary devices, transitions, descriptive details, etc.). Teachers can guide creative writing and representing by encouraging students to:

- access topics through a variety of sources (e.g., newspapers, online news, social media)
- choose topics that are of personal interest
- move to a different setting (e.g., outside to write a descriptive paragraph)
- parallel write (two topics at the same time)
- take a few days to think about a topic
- use a broader vocabulary
- use a variety of writing and representing forms
- work with a partner or in a group
- write (or represent) on unconventional topics
- write within varying time limits

For information related to writing and representing using a workshop approach see Appendix K3.

To create interesting and imaginative effects, students may use:		
3-D models	drawings	outlines
annotations	graphic organizers	photographs
charts	graphs	sketches
collages	jot notes	summaries
digital programs	lists	webs

Students must learn to reflect on and evaluate the learning processes (form, choice of text features, word choice, voice, conventions, etc.) and strategies (brainstorming, journaling, doodling, mapping, etc.) they use to write and represent. To evaluate their processes and strategies, they may ask questions such as:

- Was the form, word choice, etc. effective? Was it the most appropriate for my purpose and audience? Did I achieve my purpose?
- Were the strategies I used the most effective for my purpose? Could I have used strategies that were more efficient?

Sample Performance Indicator

Write a letter to yourself to be opened later in the school year. This letter will discuss likes, dislikes, goals, fears, important events, relationships, etc. Upon opening, evaluate how your writing has evolved and make suggestions for improvement by annotating your original letter.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Students may

- Share journals, blogs, Twitter™ entries, monologues, poetry, photographs, videos, or songs relating to their personal experiences.
- Create a timeline of events of their lives.
- Create a treasure box of items to symbolize significant events, people, relationships, etc., in their lives.
- Create a script for a wordless cartoon or picture book.
- Create a collage to represent themselves. This may include personality traits, pet peeves, favourites, etc.
- Practice organizational skills by arranging the same type of information using different patterns (e.g., make a grocery list and then organize by order of importance, by spatial order in the store, and by classification into food groups).

Consolidation

Students may

- Create a text that represents some aspect of their own lives (e.g., comic, collage, painting, drawing, sketch, slideshow, zine).
- Write a poem that reveals two conflicting points of view.
- Write an essay to explain how their own opinion differs from that of an author they have studied.
- Create an audio or video recording with special effects (students can record themselves relating a memory and add special effects to represent specific scenes or moments).
- Create a commentary on a particular topic using a comedic or satirical tone.
- Revisit, edit, and re-submit previous portfolio entries as a form of ongoing assessment.
- Represent a previous activity in a different way (e.g., a narrative essay may become a photo story).

Extension

Students may

- Create a comic (through drawing or computer program) to depict their lives at this time (e.g., A day in the life of...). This comic could also be transformed into animation via Xtranormal™, Windows Moviemaker™ or iMovie™.

Authorized

Appendices

- Appendix K3 – Workshop Approach for Writing and Representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>9.1 create a range of texts both independently and collaboratively</p> <p>9.2 use the appropriate form, style and content for specific audiences and purposes</p> <p>9.3 evaluate their use of strategies used to engage the audience</p> <p>9.4 analyze feedback when creating or revising texts</p>	<p>Students will continue to create increasingly complex texts both independently and in a group setting and for a variety of audiences and purposes. They should have opportunities to write both demand and process pieces on a regular basis.</p> <p>A teacher may provide mini-lessons to one student, to a small group of students, or to the whole class if they are experiencing the same challenges. These may include helping a student who is struggling to develop a suitable introduction, an effective paragraph, or concise and accurate sentences.</p> <p>Students should have:</p> <ul style="list-style-type: none"> • feedback from both peers and teachers which enables them to refine their thinking and communication of ideas • personal, meaningful reasons to write and represent, therefore allowing students to assume greater ownership • regular blocks of writing/representing time, including a variety of forms for a range of purposes <p>When creating texts, students should be aware of helpful skills and strategies. These include:</p> <ul style="list-style-type: none"> • choosing a form • choosing content • considering the audience • discussing criteria • editing • finding a topic • gathering information • planning a design or outline • presenting projects • proofreading • requesting feedback • using exemplars <p>Students must recognize a range of purposes in the creation of texts throughout the year. Teachers may need to clearly outline the variety of purposes for text creation. These may include to:</p> <ul style="list-style-type: none"> • clarify personal thoughts • enjoy personally • entertain • identify problems • inform or persuade • initiate social change • present information • record information • reflect on a text • respond to text • summarize text <p>See Appendix K2 for more information on the modes of writing.</p>

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review with students the multiple purposes and audiences any one text may have.
- Provide exemplars of published writing for students to review and revise.
- Review guidelines for collaborating. See Appendix D for more information.
- Review and model stages of the writing process. See Appendix K5 for information on the processes of writing.

Students may

- Reflect upon past experiences of creating texts and:
 - identify skills and strategies that were effective
 - identify and implement strategies to help improve future texts
- Develop a mind map or storyboard for a text they plan to create.
- Review a variety of texts and list possible audiences and purposes for each. Complete in small groups. Each group will read or view the same text, reach a consensus regarding the audience and purpose of each, and present to the class.

Connection

Teachers may

- Provide time for students to experiment with quick writing activities on a regular basis (using a variety of forms, audiences and purposes) that will be used for self-assessment purposes only (e.g., invitations, recipes, lists, blogs, Tweets™, horoscopes).
- Discuss how form, style, and content change based on different audiences and purposes.

Students may

- Create a list of audiences and purposes. Choose randomly from three lists (or use envelopes/containers); one each of audiences, purposes, and text forms. Using the three picks, create an outline of a text they may create.
- Share work with peers and seek/discuss feedback.
- Write three poems for three different audiences using one topic.
- Create a tableau (still-image or freeze frame) to depict an important scene which reflects the message presented by the author. Justify their purpose in choosing specific elements for this tableau.

Resources and Notes

Authorized

Appendices

- Appendix K2 – Modes of Writing
- Appendix D – Guidelines for Collaborating in Groups
- Appendix K5 – The Processes of Writing

English (Nelson)

- Strategies to support GCO 9 are found in the Responding section on pages: 29, 37, 57, 139, 189, 235, 245
- Selections related to GCO 9: 23, 36, 55, 137, 188, 233, 243

Homegrown 10 (Nelson)

- Strategies to support GCO 9 are found in the Responding section on pages: 23, 45, 48, 53, 67, 91, 99
- Selections related to GCO 9: 21, 42, 46, 52, 66, 91, 98

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/wrp.html>

- Ted™ Talks on Writing
- Creating Cartoons
- Apps and Programs for Classroom Use
- Representing Ideas

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Outcomes

Students will be expected to

- 9.1 *create a range of texts both independently and collaboratively*
- 9.2 *use the appropriate form, style and content for specific audiences and purposes*
- 9.3 *evaluate their use of strategies used to engage the audience*
- 9.4 *analyze feedback when creating or revising texts*

Focus for Learning

Students may consider the following questions when creating to engage a specific audience:

- Are my details specific enough?
- Does my introduction/description grab the audience's attention?
- Does my text flow clearly from one idea to the next?
- Does my text have immediate appeal?
- Have I used multimedia appropriately/effectively?
- Have I used quotes appropriately?
- Is my creation self-explanatory?
- Is my word choice clear? Are my sentences fluent?
- Is my message clear?
- Is my text consistently focused on the main topic?
- Is my voice evident? Does it suit the purpose, content, and audience?

Students should be encouraged and given opportunities to work closely with their peers and teacher in reflecting on and revising specific skills and strategies they use to engage an audience. These will vary according to text form, audience, purpose, and student strengths or preferences.

Timely and relevant feedback on the skills and strategies that students use to create texts is important so that they can analyze feedback (compliments, suggestions, and corrections) from peers and teachers and use it to improve future work. They may choose to incorporate some or all of the feedback. See Appendix B3 for more information on questions and prompts to scaffold student learning.

Students may consider the following questions:

- Are there both compliments and suggestions?
- Are the suggested edits specific?
- Are the suggestions written from the point of view of the reader/intended audience?
- Has the peer editor specified clear reasons for change?
- Will the suggested edits affect my intended purpose or message?

See Appendix K4 for sample questions for revising when writing.

Sample Performance Indicator

In a small group, construct a mini-newspaper or tabloid magazine that contains separate sections. Each section will be tailored to a different audience and purpose (article, opinion, comic, horoscope, sports, advice column, etc.).

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Tell a story using ten pictures and a title. Students draft an outline, take their own pictures, and then incorporate into a multimedia presentation. After the first viewing, peers will infer the audience and purpose of the story. After the second viewing, the creators will explain their intent.
- Create a text that may be suitable as a cross-curricular product (e.g., a pastel created in Art and then graded as a representing text in English 1201).
- Choose a text they have created and recreate it for a different purpose or audience.
- Choose a Shakespearean selection and rewrite it using modern language or a specific dialect.
- Write a modern fairy tale (e.g., *The Facebook™ Princess*) with content targeted at a present day audience.
- Create a video or print advertisement for a product based on a character or setting studied (e.g., an advertisement which promotes a setting in a novel as the best place to live).
- Create a brochure or blog based on a topic studied in another course (e.g., weather in science).
- Create a parody of a popular fashion or sports magazine article.
- Write a historical or a science fiction narrative. Reflect on whether the content is suited to the intended audience and purpose.

Extension

Students may

- Choose a novel they have read and rewrite it as a children's book or an ibook with appropriate illustrations.

Resources and Notes

Authorized

Appendices

- Appendix B3 – Questions and Prompts to Scaffold Student Learning (W/R)
- Appendix K4 – Sample Questions for Revising when Writing

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Outcomes	Focus for Learning															
<i>Students will be expected to</i>																
10.1 develop their ability to effectively communicate meaning	Students will be familiar with skills, strategies (e.g., brainstorming, outlining, jot notes, paraphrasing, peer editing, etc.), and technologies used to produce a variety of texts. In English 1201, students must refine their use of skills, strategies, and technologies to create increasingly complex texts. They will be expected to create both formal and informal texts (both demand and process) for a range of audiences and purposes. They must also understand that the process is as important as the final product.															
10.2 use the conventions of written language																
10.3 use information from a variety of sources to construct and communicate meaning	Students will continue to develop their ability to effectively communicate meaning. An individual who effectively writes and represents:															
10.4 evaluate the effectiveness of the texts they create	<ul style="list-style-type: none">• conveys meaning clearly• recognizes the value of feedback• revises and rewrites• self-evaluates and sets goals for improvement															
	To improve the clarity and precision of writing and representing, students must consider the importance of the following elements:															
	<table><tr><td>• audience</td><td>• message</td><td>• style</td></tr><tr><td>• coherence</td><td>• organization</td><td>• text forms</td></tr><tr><td>• content</td><td>• purpose</td><td>• tone</td></tr><tr><td>• conventions</td><td>• sentence</td><td>• unity</td></tr><tr><td>• emphatic devices</td><td>structure</td><td>• voice</td></tr></table>	• audience	• message	• style	• coherence	• organization	• text forms	• content	• purpose	• tone	• conventions	• sentence	• unity	• emphatic devices	structure	• voice
• audience	• message	• style														
• coherence	• organization	• text forms														
• content	• purpose	• tone														
• conventions	• sentence	• unity														
• emphatic devices	structure	• voice														
	Students should understand and continue to use a wide range of writing conventions. These may include capitalization, grammar, parts of speech, punctuation, spelling and word choice. They should also be able to determine the purpose for using each.															
	Students need to consistently use and integrate writing and representing conventions and strategies as opposed to using them in isolated instances (tests, term papers, final exams, etc.). Integrating direct instruction of conventions into teaching and learning activities is much more powerful than learning rules in isolation.															
	See Appendix K6 for a more detailed list of language structures and conventions.															

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review helpful technologies that aid in writing and representing (e.g., Dragon Dictation™, word processing features, Prezi™). Invite students to share as well.
- Discuss differences between formal and informal writing.
- Discuss the difference between process and demand writing.
- Share models of proficient writing or representing.

Students may

- Share with classmates their knowledge and expertise with particular technologies. This may be useful when completing a writing or representing task.
- Participate in a gallery walk to identify literary devices. Place short passages, excerpts, or poems around the classroom. Students will move throughout the room to highlight examples of coherence, message, tone, etc.
- Identify and list effective elements of professionally generated work samples (e.g., websites, blogs, advertisements). Apply similar conventions to their own work.
- Read a selection and identify examples of writing and representing elements (see page 80 for list). Annotate the text to make comments and ask questions related to these elements.

Connection

Teachers may

- Share various revisions of a professional writing text (e.g., revision and final copies of classical works of literature are available online).

Students may

- Peer edit demand writing pieces to specifically note strengths and suggestions to improve clarity, content, and conventions.
- Choose a previous writing or representing product. Explain how using another presentation form may enhance overall effect (e.g., how an expository essay could be presented visually).
- Conference with teachers to edit texts they have created.
- Choose a text they have read. List the techniques the author has used to make the text clear, precise, and effective. Answers may focus on structure, organization, voice, etc.

Resources and Notes

Authorized

Appendices

- Appendix K6 – Language Structures and Conventions

English (Nelson)

- Strategies to support GCO 10 are found in the Responding section on pages: 87, 99, 127, 129, 131, 237, 240, 251, 257
- Selections related to GCO 10: 84, 96, 126, 128, 130, 236, 238, 250, 254

Homegrown 10 (Nelson)

- Strategies to support GCO 10 are found in the Responding section on pages: 37, 45, 53, 55, 77, 97
- Selections related to GCO 10: 34, 42, 50, 54, 74, 94

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/wrp.html>

- Effective Writing
- Media Activities

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Outcomes

Students will be expected to

10.1 develop their ability to effectively communicate meaning

10.2 use the conventions of written language

10.3 use information from a variety of sources to construct and communicate meaning

10.4 evaluate the effectiveness of the texts they create

Focus for Learning

Students have experience using information from a variety of sources to construct texts and communicate to an audience for a specific purpose. In English 1201, the expectation is that students will continue to develop this skill as they create increasingly complex texts. They should:

- analyze information
- choose a presentation format
- cite sources appropriately
- gather information
- determine common points from two or more texts
- integrate information into the chosen format
- organize information
- separate fact from opinion
- synthesize information

It is important for students to evaluate the effectiveness of their own work. To do this, they may use rubrics, graphic organizers, exemplars, checklists, journals/logs, surveys, self-recordings, setting goals, etc.

Teachers can help students learn to self-assess by:

- allowing time for students to practice these skills independently
- asking students to start with an uncomplicated task for self-assessment and gradually move to more complex self-assessment
- discussing the importance of self-assessment
- including students in creating assessment criteria (e.g., rubric)
- modelling practice with assessment tools
- providing students with feedback during practice

Sample Performance Indicator

Write an analytical essay on either theme, character, or conflict in a text(s) studied. Then create a multimedia presentation which illustrates how the chosen device is developed throughout the text.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Display a final product to the class and seek audience response in the form of questions, a gallery walk, a graffiti wall, etc.
- Complete a refined process piece by producing multiple drafts.
- Use teacher and student created checklists to reflect on the process of creating a particular product.
- Present a favourite text (their own creation or that of another individual) to the class, outlining the reasons why they consider it to be a success (e.g., essay, comic strip, sculpture).
- Write a paragraph using a specific method of development (definition, process analysis, etc.).
- Create and maintain a digital or traditional portfolio of various work samples (i.e., written, visual, digital), including a series of checklists, questionnaires, or exit cards (as they are completed by students).
- Write an essay to compare forms, devices, effectiveness, etc. of two texts with the same topic (e.g., a website and a medical infographic).
- Participate in a mini literature fair. Research a topic related to a text studied and present as a Wordle™ or mind map. Represent a component within the text through sketching, drawing, or song. Present.

Extension

Students may

- Submit finished work to outside agencies (e.g., Arts and Letters, newspaper, contests) to celebrate work and for further advice/adjudication on how to improve.

Resources and Notes

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1201/links/wrp.html>

- Effective Writing
- Media Activities

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Appendix A: Planning for Instruction

Appendix A1: Suggested Guidelines for Selecting Content

The learning resources authorized by the Department of Education provide a core content to all teachers and students in the province. Opportunity should be provided, however, for students to interact with texts beyond those used for instructional purposes. It is within this context that the following guidelines for selecting content is provided. **Number of products and/or experiences are suggestions only.**

Length: dictated by form and grade level	English 1201	English 2201	English 3201
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<i>Speaking and Listening Activities</i>			
Informal speaking and listening experiences can be observed on a continual basis.	Minimum of 2 informal and/or formal speaking Minimum of 2 listening		
Formal speaking experiences involve products produced through processes; these experiences may help students meet outcomes in writing and representing.			

<i>Reading and Viewing Activities</i>			
Poetry ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, etc.	Minimum of 5	Minimum of 8	Minimum of 8
Drama Longer: play, script, excerpt Shorter: monologue, student script, excerpt, etc.	Minimum of 1 longer and 1 shorter	Minimum of 1 longer and 1 shorter	Minimum of 1 longer
Short Prose fiction and nonfiction (essay, short story, article, blog, rant, etc.)	Minimum of 4 fiction, 4 nonfiction	Minimum of 3 fiction, 6 nonfiction	Minimum of 6 fiction, 3 nonfiction
Multimedia film, music, Web sites, commercials, advertisements, podcasts, etc.	Minimum of 5	Minimum of 5	Minimum of 5
Extended Texts (Independent and/or class study) novel, biography	Minimum of 2	Minimum of 2	Minimum of 2

<i>Writing and Representing Activities</i>			
Transactional persuasive, explanatory, procedural, etc.	Minimum of 2	Minimum of 2	Minimum of 2
Expressive memoir, biography or autobiography, narrative, etc.	Minimum of 1	Minimum of 2	Minimum of 2
Visual/Multimedia webpage, model, collage, photo essay, drama, etc.	Minimum of 1	Minimum of 2	Minimum of 2
Inquiry/Research Focused can be writing or representing, may also be incorporated into other texts throughout the year; formal research paper may be optional in 1201	Minimum of 1 (if formal, 2-4 pages with min. four sources)	Minimum of 1 (if formal, 3-5 pages with min. four sources)	Minimum of 1 (3-5 pages with min. four sources)
Poetic poetry, prose poems, songs, rap, spoken word, etc.	Minimum of 1	Minimum of 2	Minimum of 2

Appendix A2: Common Approaches to Instruction

Sample	Description	Examples	Teacher Roles
Genre Study	The focus is on the indepth study of a particular genre.	<ul style="list-style-type: none"> drama historical fiction poetry 	<ul style="list-style-type: none"> Identify or help choose a genre to be studied. Provide suggestions.
Issue (or essential question)	The focus is on active inquiry related to diverse perspectives, experiences, and values.	<ul style="list-style-type: none"> employment prejudices, racism social networking 	<ul style="list-style-type: none"> Guide students in gathering/ assessing information. Support the development of investigations and sharing.
Theme	The focus is on the creation of and response to texts focused on a main idea.	<ul style="list-style-type: none"> beauty freedom identity 	<ul style="list-style-type: none"> Identify a variety of themes. Help students choose a theme, suggest strategies for inquiry, and determine an activity.
Project	The focus is on finding information and building knowledge through investigative techniques.	<ul style="list-style-type: none"> multimedia research sculpture 	<ul style="list-style-type: none"> Suggest topics, resources, and research strategies. Provide feedback on content, form, and integration.
Workshop	The focus is on the process of creating text or meaning.	<ul style="list-style-type: none"> drama workshop reader's workshop writer's workshop 	<ul style="list-style-type: none"> Share the planning of activities. Monitor, coach, and provide feedback. Co-create evaluation criteria.
Concept	The focus is on experiences and investigations of a concept or topic.	<ul style="list-style-type: none"> imagery satire symbol 	<ul style="list-style-type: none"> Suggest resources, questions and directions for inquiry. Coach students in decision making and provide feedback.
Major Text	The focus is on close exploration of diverse aspects of a major work.	<ul style="list-style-type: none"> small or large group study of a major text independent study of a major text 	<ul style="list-style-type: none"> Co-create a focus, task, and assessment criteria. Suggest resources and issues. Coach students in evaluating and selecting information. Provide feedback.
Author Study	The focus is on explorations and investigations of specific authors.	<ul style="list-style-type: none"> authors filmmakers journalists 	<ul style="list-style-type: none"> Identify a range of authors. Guide students on focus, content, strategies, and task. Provide feedback.
Historical Geographical Cultural Exploration	The focus is on a range of works representing particular times, places, and cultures.	<ul style="list-style-type: none"> genocide the Holocaust Newfoundland and Labrador writers 	<ul style="list-style-type: none"> Identify a range of topics. Guide students on focus, content, strategies, and task. Provide feedback.

Adapted with permission from the Province of Nova Scotia, Department of Education and Early Childhood Education, *Teaching in Action, Grades 10–12: A Teaching Resource*, 2011, pp. 85–87.

Appendix A3: Supporting Students when Speaking and Listening

If you notice that ...	you need to ...
A student is reluctant to participate in group discussions	<ul style="list-style-type: none"> • provide opportunity to share in other ways • pair students (then have them move to small groups before a whole group)
A student has difficulty following oral directions	<ul style="list-style-type: none"> • give one or two directions at a time • ask the student to paraphrase the directions given • provide written or visual instructions
A student struggles to summarize what was said	<ul style="list-style-type: none"> • activate prior knowledge before the presentation • provide an outline before the presentation • provide a structure or key ideas to support the student as he/she listens • model summarizing techniques
A student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> • prompt the student to ask questions • model different types of questions • allow the student to write questions • encourage the student to investigate the questions others ask
A student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> • speak to the student and model appropriate behaviour • generate a list of group norms • pair the student with a student who will model positive behaviour • provide the student with a protocol for group participation
A student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> • provide criteria for evaluation • model effective and ineffective presentations, and ask questions that will require the student to think about particular aspects of the presentation
A student has difficulty expressing his or her own ideas and opinions	<ul style="list-style-type: none"> • allow the student to express ideas in writing or through other representations • encourage the student to share first with a partner, then a small group, and finally a whole group
A student excels at engaging an audience of their peers	<ul style="list-style-type: none"> • challenge the student to engage an unfamiliar audience (e.g., Kindergarten students, Grade 12 students, school council members, school administrators, parents, municipal council members, Lions' Club, etc.)
A student excels at persuading someone to agree with his or her opinion	<ul style="list-style-type: none"> • challenge the student to argue a viewpoint that opposes his or her own

Appendix A4: Supporting Students when Reading and Viewing

If you notice that ...	you need to ...
A student is consistently reading text that is too difficult or too easy	<ul style="list-style-type: none"> • set goals with the student • model techniques for selecting text • assign short texts that provide some challenge • provide a variety of texts to choose from
A student has difficulty with reading fluency (reading is slow and choppy or much too fast)	<ul style="list-style-type: none"> • model fluent reading • ask the student to read the same piece more than once • have the student practice with text that is at his or her independent reading level
A student has difficulty with comprehension and understanding text	<ul style="list-style-type: none"> • confer with the student • encourage the student to discuss the text with a small group
A student does not provide evidence and support for his or her opinions and statements	<ul style="list-style-type: none"> • model and scaffold the process • provide a graphic organizer that prompts the student to give evidence
A student is unable to locate information relevant to a topic of study	<ul style="list-style-type: none"> • provide questions for investigation • model questioning and the process of locating information
A student does not critically evaluate text	<ul style="list-style-type: none"> • provide the student with questions or prompts to encourage critical thinking • model critical thinking using a think-aloud • begin by providing the student with easy/obvious texts for evaluation and move toward more complex texts
A student excels at selecting appropriate texts	<ul style="list-style-type: none"> • provide the student with more variety, independence, and opportunity to select texts
A student excels at comprehension and understanding of texts	<ul style="list-style-type: none"> • challenge the student to compare texts that may be related by theme, allusion, or social context
A student excels in an author study	<ul style="list-style-type: none"> • challenge the student to investigate the author's writing habits, including whether the author works alone or has worked with others

Appendix A5: Supporting Students when Writing and Representing

If you notice that ...	you need to ...
A student's writing is not focused, or lacks relevant and accurate information (<i>content and ideas</i>)	<ul style="list-style-type: none"> • confer with the student • model effective use of ideas using mentor texts • brainstorm ideas with students • model the process of grouping and classifying information • provide opportunity for practice and sharing
A student's writing lacks organization (<i>organization</i>)	<ul style="list-style-type: none"> • confer with the student • model effective organization patterns using mentor texts • explicitly teach organization using graphic organizers as a starting point • provide opportunity for practice and sharing
A student's writing has many mechanical errors (<i>conventions</i>)	<ul style="list-style-type: none"> • confer with the student • model effective use of mechanics using mentor texts • explicitly teach conventions • provide opportunity for practice and sharing • create posters that address issues of mechanics
A student's work consists of largely the same type of writing/representation	<ul style="list-style-type: none"> • provide students with a checklist and a minimum goal each term • provide models of various text types • read aloud and encourage others to share various text types
A student's writing/representation does not include the necessary text features and structure for that type of text (<i>presentation</i>)	<ul style="list-style-type: none"> • read aloud various types of text and conduct think-alouds highlighting key features • create and display posters that address text features
A student's writing is not appropriate for the intended audience and purpose	<ul style="list-style-type: none"> • confer with the student • encourage the student to share his or her writing with a peer for feedback
A student rarely shows commitment to a piece of writing/representation	<ul style="list-style-type: none"> • set small and manageable goals for the student, and confer or check with the student at regular intervals • give the student a choice of writing topic, form, or audience • invite the student to make decisions about the topic, form and/or audience

Appendix B: Questions and Prompts to Scaffold Student Learning

Appendix B1: Speaking and Listening

Effective Speaking
<p>Before</p> <ul style="list-style-type: none"> • How can you ensure that others have an opportunity to be heard respectfully? • How can you politely disagree with someone's opinions and offer your own ideas respectfully? • What are some rules for small group discussion? • What steps did you follow to prepare for the presentation? Which steps were the most helpful? • What steps have you followed to make your presentation clear and easy to follow? • Who is your intended audience? What will you include to explain/describe/convince/persuade/entertain your audience? <p>During</p> <ul style="list-style-type: none"> • How did your body language help introduce, explain, and summarize this topic? • How did you capture and hold the audience's attention? • What techniques did you use to highlight key points? <p>After</p> <ul style="list-style-type: none"> • How would you evaluate your presentation? What were its strengths? What do you want to improve? • What feedback have you received from others that you will incorporate into your next presentation? • What is a goal for your next informal talking activity? • What is a goal for your next speaking activity? What would help you become a better speaker? • What would help make you and others more confident when having conversations?
Effective Listening
<p>Before</p> <ul style="list-style-type: none"> • What strategy most effectively helps you to remember ideas and facts presented? What other strategies might you try? • What are your strengths as a listener? <p>During</p> <ul style="list-style-type: none"> • How did you ask for clarification on complex topics? How did the discussion help with this topic? • In what ways did you encourage the person who was speaking? • What did the speaker do to sustain your attention? <p>After</p> <ul style="list-style-type: none"> • Can you give an example of how the speaker used or might have used humour, repetition, and gestures? • How did you distinguish between fact and opinion? Provide an example of each. • What did the speaker deliberately leave out of the presentation to support his or her own bias? • What do you think the speaker wanted you to understand about the topic? What evidence did they provide? How did he/she go about persuading you? • What opposing viewpoints were presented? In what ways have you changed your viewpoint? What words and images did the presenter use to help you better understand the topic? How did he/she help you remember the presentation?

Appendix B2: Reading and Viewing

Building Strategies

Before

- Preview the informational text. How is it organized? What sections do you think will give you the most information? The least? In what ways might this help you understand the material?
- What do you predict will be the problem or struggle in the story? Why?
- What is your purpose in reading this text? What questions do you have before you begin to read?
- What predictions can you make about this novel (before and after reading first page)?

During

- How does rereading/reading ahead/skimmming/scanning help you understand the text?
- How do the text features help you to understand what you have read?
- If you come to words you don't know or understand, what strategies do you use to figure them out?
- Which part of the story so far has been the most challenging for you to understand? Why?

After

- How different would the story be if it was told from another perspective? In what ways have your predictions been validated, or not?
- What questions do you still have that you would like to clarify by rereading?
- What types of self-correcting strategies did you use when a passage didn't make sense?
- What was the author's intent in writing this? What was the bias?

Exploring Text

After reading/viewing a text:

- Did the author try to persuade you in any way? How?
- How can you apply the information you learned to an issue or problem in today's world? In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- What connections did you make to the character's feelings?
- What details/evidence led you to your understanding of the character's personality?
- What new information did you learn from reading and viewing this text? How did it change your thinking about the topic? What evidence from the selection supports your new thinking?
- What were the key ideas in the information you read/viewed? Why were they important?
- Which event would you identify as the critical event? How did it trigger subsequent events?

Making Connections

- At what point in the story did you wonder about the resolution of the problem?
- Can you identify the facts? The opinions? Describe how the protagonist/antagonist exhibited ____ (e.g., kindness/cruelty, fairness/unfairness).
- Describe your favourite genre. What is it that engages you?
- How does one theme serve to represent two different texts?
- What characteristics or elements does the author/creator use? How does he or she make them stand out?
- What events led up to the climax of the story? What was the anticlimax?
- What patterns did you recognize in the story? Explain. How did this help you to predict events?
- What themes are addressed in the story?

Appendix B3: Writing and Representing

Creating Text <ul style="list-style-type: none"> • How do the visuals support your work? How has the organization of this piece of research helped the readers understand your message and information? What evidence is there in your conclusion to support your viewpoint? • How will your audience know about your personal interest in the topic? • What information about this form and genre can help you organize your writing or product? • What part of this text do you feel is particularly strong? • What techniques did you use in your writing or representing to keep your audience's interest? • Where have you attempted to create mood? What word and sentence choices show that? • Who is your audience? How did you craft this piece of writing or product specifically for your audience? How did knowing the audience influence the form, style, and word choice?
Approaching Text <ul style="list-style-type: none"> • Find two ideas/sentences that can be combined. How can you create a more interesting sentence? • Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings? • Highlight the part of your work which best reflects your personal voice. • How and where did peer editing influence the revision of your work? • How can you begin in a way that starts in the middle of the action or begins with dialogue? • How did using criteria help you when editing someone else's work? • How did you organize your work? What sources did you use? • In what ways did you develop your characters (e.g., through dialogue, description, actions)? • Is there a part of your text you would like to revise? What would you focus upon in revision? • Read your writing aloud. What trait is the strongest? Why do you feel this way? • What are your goals for your next piece of writing/representation? • What word(s) or element(s) contribute the most to expressing emotion? • What would be the best presentation style and format for your published work?
Using Language Features <ul style="list-style-type: none"> • Can you point out the clauses in this sentence that could have been arranged differently for dramatic effect? • When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source? • What sources can you examine to provide more variety in word choice to prevent the overuse of words? • How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking? • How many sources have you cited for your work? Where are your references? • How reliable/reputable are the sources? How do you know? • How did using technology help you with your revision and editing? • Read your piece aloud. Is your voice coming through? Explain.

Appendix C: Speaking and Listening Activities

Appendix C1: Panel Discussion

In groups of 4-5, students can participate in a panel discussion. Each group is assigned a series of discussion questions on a topic or text and asked to prepare responses. While preparation should be evident, the responses do not need formal source citations. A reflection time should be provided in which students complete a peer and self evaluation.

Below are sample questions on a fictional text. Teachers will need to adjust these to fit other types of texts or for specific topics.

Group	Questions
1	<ul style="list-style-type: none"> • What do you like about characters in this text? Why? • What do you dislike about characters in this text? Why? • Do you think (name of character) was a one-dimensional character (does not seem to grow)? Why or why not? • How did the setting contribute to the development of a character?
2	<ul style="list-style-type: none"> • What do you think the author would have to say about the world today? Why? • What is the mood of the text? How do you know? How did the author create the mood? • How is humour (or sarcasm, etc.) achieved in the text? Why do you think the author chose to include this? • What can the author do to make this text clearer for the audience?
3	<ul style="list-style-type: none"> • What can you suggest about what might not be said but is implied? • What type of language is used in the text? Was it difficult to follow? Why or why not? • What new or challenging words did you find in the text? What words can replace these? • What headlines could you use if this text were to be reviewed in a newspaper article?
4	<ul style="list-style-type: none"> • What text features are present? • Which text features are the most important to convey the meaning of this text? Why? • How could this text be presented differently to a younger audience? What features would help with this? • How could this text be presented in a different form (e.g., instead of a visual, use a graph, etc)? Explain why you chose this.
5	<ul style="list-style-type: none"> • What is the purpose of this text? How do you know? • Is bias present in this text? How do you know? • Are there stereotypes present in this text? How do you know? • What could I create to provide further information on this topic for future audiences?

Appendix C2: Informal Debates

This guide may be used to help plan and prepare a classroom debate. A traditional debate format may be used; however, other debate strategies can also be used as a variation to involve the whole class.

Debate Relay

This informal debate can be used with larger teams to involve more students overall. Preparation on the part of each team is important.

Steps:

1. Teams can have four or more members.
2. Each team is given time to present a point of view.
3. One team member begins the speaking.
4. Another team member continues the argument.
5. If another team member feels they have a good point to make, they signal the person already speaking that they are ready to talk.

Debate Auction

Students gather information and gain practice in speaking. As well, students gain an appreciation for 'thinking' before speaking.

Steps:

1. Each student is given two or three cards.
2. Students are provided with a discussion prompt.
3. Students raise one card to make a comment or pose a question.
4. Each card can be used only once.
5. Once all cards have been used, the cycle begins again.

Choices

Pieces of paper are posted in different areas of the room. Each piece has choices written on it (e.g., disagree, agree, strongly agree)

Steps:

1. Introduce a controversial (relevant) statement.
2. Students move to the area which reflects their position.
3. Students discuss their reasoning and form a group argument.
4. One or two students from each group present their arguments.
5. Students from other areas may move if they have been persuaded by their arguments.

Traditional Debate

Research, written preparation, and debate preparation are necessary before beginning the debate.

Round 1 – Opening Statement – One team member from each team (captain) states the topic and tells why they are arguing for or against this topic.

Round 2 – Other team members on each team take turns to present their arguments.

Round 3 – A cross-examination occurs where teams question each other.

Round 4 – Closing statements occur where teams sum up their arguments, explaining why the audience should vote for or agree with their side.

Appendix C3: Role-Play Rubric

This sample rubric may be used or modified to assess a role-play.

	Skilled	Satisfactory	Beginning
Content	<ul style="list-style-type: none"> • If I use props or accessories, I use them purposefully and effectively. • I respond thoughtfully to questions from the audience. • I know my topic well. 	<ul style="list-style-type: none"> • If I use props or accessories, I use them predictably but not effectively. • I respond to questions from the audience. • I know my topic. 	<ul style="list-style-type: none"> • If I use props or accessories, they don't seem to serve a clear purpose. • I'm not sure how to respond to questions from the audience. • I don't seem to know my topic well.
Voice	<ul style="list-style-type: none"> • I speak loudly and clearly. • I use volume, pitch and intonation to develop my character and/or tell a story. • My tone of voice engages the audience and suits the tone or the purpose of the drama. 	<ul style="list-style-type: none"> • My voice is clear but I need to develop dynamic variation in my speaking. • I am reading my notes but my voice doesn't aid in the development of the drama. • My tone of voice doesn't suit the purpose or tone of the drama. 	<ul style="list-style-type: none"> • I do not speak loudly and clearly. • I mumble my words and people cannot understand what I'm saying. • I speak in a monotone without dynamic expression.
Physical Delivery	<ul style="list-style-type: none"> • I use purposeful gestures and have a confident stance. • If I use props, they enhance the meaning. 	<ul style="list-style-type: none"> • I use predictable gestures and have an open stance. • If I use props, they contribute to meaning. 	<ul style="list-style-type: none"> • I don't use appropriate body language. • If I use props, they don't serve a purpose.
Dramatic Awareness	<ul style="list-style-type: none"> • I have a strong stage presence and appear comfortable while performing. • I stay in the character role for the whole duration of the reading. • I pause effectively. 	<ul style="list-style-type: none"> • I appear comfortable on stage. • I can improve my character development. • I try to take cues from the audience to enhance my performance. 	<ul style="list-style-type: none"> • I appear uncomfortable on stage. • I do not develop my character. • I am not aware of the audience reaction while reading.

Appendix D: Guidelines for Collaborating

Teachers should model and explain clear expectations when students are organized to collaborate.

Norms of Collaboration

It is important that students understand what effective collaboration looks, sounds, and feels like. With practice and effective teacher feedback, students should gain confidence and improve their skills for collaborating. There are seven recognized norms of collaboration.

Promoting a spirit of inquiry	<ul style="list-style-type: none"> • Group members are focused on hearing a wide variety of ideas from each other and asking questions to move the conversation forward. • Group members do not push their ideas on each other and insist their ideas are the right ones.
Pausing	<ul style="list-style-type: none"> • Group members listen to hear what others say and pause before responding. • Group members do not talk over each other at the same time or try to dominate the conversation.
Paraphrasing	<ul style="list-style-type: none"> • Group members summarize each others' ideas using fewer and different words to show they understood what was said. • Group members do not use negative or judgemental comments or body language in response to others' ideas.
Probing	<ul style="list-style-type: none"> • Group members ask questions for clarification and to seek logical conclusions. • Group members do not accept every idea at face value.
Putting ideas on the table	<ul style="list-style-type: none"> • Group members make suggestions, share ideas and opinions, and provide facts or reasons to back up their ideas. • Group members do not insist their ideas are the only right ones and are willing to modify their thinking based on discussions with others.
Paying attention to self and others	<ul style="list-style-type: none"> • Group members self-monitor their feelings, tone of voice, and body language. • Group members pay attention to others' non-verbal cues and emotional reactions.
Presuming positive intentions	<ul style="list-style-type: none"> • Group members believe others mean well and are always trying their best. • Group members do not react impulsively without thinking first.

Adapted from Garmston and Wellman (2006) *The Adaptive School: Developing and Facilitating Collaborative Groups*

Appendix E: Reading for Comprehension

Appendix E1: Literary Genres

Genre is the term used to describe the various types of literature. It is a French term derived from the Latin *genus/generis*, meaning “type”. Genre designates forms of literature into classifications according to the formal structures, the treatment of subject matter, or both. Grouping literary works together in this way is beneficial because it:

- offers an orderly way to talk about literature
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre

Providing students with varied opportunities to experience and respond to a wide range of literary genres, enables them to:

- construct and elaborate upon their own interpretations
- increase their awareness of form and technique
- appreciate the range and power of language
- develop as critical readers, writers, and thinkers
- develop a lifelong habit of reading as a rewarding leisure time pursuit

The following chart lists selected types of literary genres, both nonfiction and fiction, with a description for each.

Literary Genres	
Genre	Description
Adventure	Circumstances in which the characters experience new situations, overcome adversity, and grow as individuals
Autobiography	A story of one’s life as written by oneself
Biography	A written account of the series of events that make up a person’s life
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story)
Drama	Stories composed in verse or prose, written in dramatic form; books can include collections of short plays or one play
Essay	A short literary composition that reflects the author’s outlook or point of view
Expository Text	Explains or provides direction
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale
Fairy Tale	A story about magical and imaginary beings and lands

Fantasy	Fiction with strange or other worldly settings or characters; invites suspension of reality (time or animal fantasy, ghost stories, supernatural or space fiction)
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact
Fiction in Verse	Full length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form
Folklore	The songs, stories, myths, and proverbs of a people or “folk” as handed down by word of mouth
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction)
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader
Humour	Fiction full of fun, fancy, and excitement, meant to entertain; can be contained in all genres
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material
Memoir	An account or reflection of a particular event, time, or period in a person’s life
Messaging Text	Computer mediated language presented in a range of text messaging formats and resembles typed speech
Mystery	Fiction dealing with the solution of a crime or the unravelling of secrets
Mythology	Legend or traditional narrative (may be based on historical events), that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods
Narrative Nonfiction	Factual information presented in a format which tells a story
Nonfiction	Informational text dealing with an actual, real life subject
Poetry	Verse and rhythmic writing with imagery that creates emotional responses
Realistic Fiction	Stories that often focus on universal human problems and issues; although it comes from the writer’s imagination, it is realistic
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters
Speech	Public address or discourse
Tall Tale	Humorous story with exaggerations and heroes who do the impossible

Appendix E2: Modelled, Shared, and Guided Instruction

Teachers may use modelled, shared, and guided instructional approaches to help students become more effective readers, viewers, and text creators. Varying levels of support reinforces a gradual release of responsibility.

<div>Most support</div> <div>Least support</div>	<p>Reading</p> <p>Modelled reading can take two forms:</p> <ul style="list-style-type: none"> • Read Aloud – The teacher reads aloud, pausing to share how he/she thinks when reading. • Interactive Read Aloud – The teacher reads aloud, pausing to ask questions, invite discussion, and share thinking. <p>Shared Reading – The class follows along while the teacher reads aloud, and may join in as class (choral) or individually. The teacher shares his/her thinking.</p> <p>Guided Reading – The teacher sits with a small group with similar reading needs and strengths. Students read (silently and aloud) and think about the text, interacting with each other as well as individually with the teacher.</p> <p>Independent Reading – Students read alone or aloud to a peer for enjoyment and to practice strategies. Teachers work with small groups.</p>	<p>Writing and Representing</p> <p>Modelled writing or representing can take two forms:</p> <ul style="list-style-type: none"> • Create Aloud – The teacher thinks aloud while creating a text, explaining the thinking behind the process. • Interactive Create Aloud – The teacher thinks aloud while creating a text, pausing to ask questions, invite, and share thinking. <p>Shared Activity – The teacher and students create text together, with both contributing their thoughts and ideas. The teacher records suggestions to create the text and thinks aloud throughout the process. This can be done with a small group or a whole class.</p> <p>Guided Activity – The teacher works with a small group with similar needs and strengths to develop one element (mini-lesson). The small group setting allows for interactions among students as well as individual work with the teacher.</p>
	<p>Viewing</p> <p>Modelled viewing can take two forms:</p> <ul style="list-style-type: none"> • Modelled Think Aloud – The teacher points out details in a visual to share his/her thinking. • Interactive Think Aloud – The teacher discusses elements and pauses to ask questions, invite discussion and share thinking. <p>Directed Viewing – The teacher guides students (as in Guided Reading) through a visual or presentation, focusing on:</p> <ul style="list-style-type: none"> • making observations and predictions • formulating questions to set a purpose for viewing • confirming or rejecting predictions <p>Independent Viewing – Students view alone for enjoyment, to derive meaning, to interpret messages and to practice strategies. Teachers work with small groups.</p>	<p>Collaborative Activity – Students engage in all aspects of text construction as they jointly compose and physically create text. The teacher guides the process and provides modelling, pacing, and assistance as needed.</p> <p>Independent Activity – Students create texts for an uninterrupted period of time and may request feedback from peers or the teacher. The teacher may work with small groups.</p>

Appendix E3: Book Clubs

What are book clubs?

Book Clubs are patterned on adult reading groups that have become very popular. In book clubs:

- Students choose their own reading materials and form groups of 3-6, based upon book choice
- Grouping is by text choice, not ability
- Different groups read different books and meet on a regular basis
- Members write notes to guide their reading and discussion
- Although called Book Clubs, this format can be used for any text form
- Discussion comes from students and is based on personal responses, connections, and questions
- The teacher acts as a facilitator, fellow reader, and observer
- Discussions may range from fifteen minutes to one hour
- Assessment is by teacher observation and tasks completed by students

Adapted from Harvey Daniels & Nancy Steineke Mini Lessons for Literature Circles

How do students choose their texts and book clubs?

Students may choose books using a variety of methods. They may:

- Choose based on advice from a peer or teacher (or a book talk by a teacher)
- Decide to read a book because it is part of a series in which they have an interest
- Choose from books that are readily available as part of their classroom or school library
- Participate in a book pass approach where many books are passed around the classroom and students have an opportunity to view/read each one for three to four minutes; they may rate each book and decide the one that best suits them (they may decide on several books and read them over a few months)

How can I ensure that students “get the true meaning” out of the text and fully understand it when I am not teaching a whole class novel?

The book club approach requires shifts in thinking from teacher-centered pedagogy to student-centered pedagogy where:

- every reader’s reading of the text has validity, not just the teacher’s reading of the text
- students can move from a passive positioning in their response to reading and learning to an active one when their thinking is validated
- when teachers’ model, coach, scaffold and guide students in their reading by sharing their own thinking about a text, they gradually release the responsibility so that students can assume the responsibility
- students construct meaning as a result of their own thinking and as a result of the ‘authentic dialogue’ with their peers and often arrive at a deeper appreciation and understanding of elements of the text than they would if all students read the same novel and studied it with conventional questions in a teacher directed manner
- ultimately, a community of readers is created in the classroom where the five elements of collaborative learning are in place to construct knowledge (interdependence, accountability, face-to-face interaction, social skills, processing)

How can I teach lessons when each group is reading a different text?

The lesson content will shift from the content of the text to the skills required to understand the text and its themes. Rather than a lesson on character, the lesson will focus on the four methods of characterization applied to an excerpt from a text. Students then apply the four methods to characters in their own texts. Full class lessons provide the place for teachers to introduce students to a variety of reading skills (predicting, inferring, connecting, visualizing, determining importance, questioning, synthesizing, and monitoring understanding) and literary skills that they can apply to their various texts. These mini-lessons provide the focus of examination of the text for book club discussions.

How long does a book club unit last?

This depends on the text that is chosen. A short text like a newspaper article may be a one period book club. Book Clubs may meet five times for a full length novel. These meetings would be interspersed with mini-lessons, reading time and other activities so that the dates are not consecutive.

How do assessment *for*, *as* and *of* learning work in this structure?

The tasks that students must complete for book clubs are generally related to the Reading Expectations of: 1. Reading for Meaning, 2. Understanding Form and Style, 3. Reading with Fluency, and 4. Reflecting on Skills and Strategies. Once students have practiced the skills, there can be assessment of their learning. There will be several book club discussions taking place in the classroom at one time, so it is best to assess one or two groups per book club class. Not all book clubs need to be assessed every time they meet. Students should be encouraged to reflect on (assessment as learning) their Book Club experiences and how they are developing as readers.

Do students prepare assignments and read independently outside of class time for Book Club classes?

If the students can read independently outside of class time, assign portions of the text to be read in preparation for Book Club. Assign a "Ticket of Admission" to the Book Club class. This ticket focuses on one part of the text and can include a literature circle role, a journal entry, a discussion, or questions. If students are not independent readers, a portion of class time can be given for reading.

Adapted with permission from Frequently Asked Questions About Book Clubs

Rachel Cooke – Instructional Leader English/Literacy

Teacher Resources for Establishing Amazing Book Clubs

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Appendix E4: Literature Circles

Literature Circles allow students to respond to a text as a group. Each student will have a specific role which will change each day. The role is briefly explained and potential questions are presented. Students will be assigned specific sections of the novel to read in preparation for each class. During class, students will discuss the novel in their groups and record information based on their role. Assessment may be based on preparation, written work, class discussions, peer and self-assessment.

Role	Responsibility	Sample questions
Guide	Traces the journey (literally and/or metaphorically) that the protagonist makes	<ul style="list-style-type: none"> What is the nature of this journey? What best describes the character's growth? Who assists the protagonist; who doesn't? What connotations do journeys hold?
Connector	Makes the link between the assigned selection and the large picture (connect the passages to own life, school life, other works studied, current events, etc.)	<ul style="list-style-type: none"> What connections can you make to your own life? What other texts/characters can this compare with? What does this work say about the world at large? What is the most interesting connection? What real people/events come to mind?
Facilitator	Leads discussion and ensures that members of the group stay on topic (discuss the larger issues of the book or major themes within the work)	<ul style="list-style-type: none"> What is the most significant episode/event? What do you like/dislike about this selection? What do you think will happen next? Why? How does this reading tie into the whole novel? What thoughts occurred to you as you read?
Illustrator	Draws a scene or creates a visual (e.g., cartoon sequence, to show significance or plot of a scene) and uses labels or captions to clarify	<ul style="list-style-type: none"> What do you think this picture means? How does this drawing relate to the story? Who and what are represented here? How does this illustration connect to the novel? Why did you create this particular visual this way?
Deejay	Controls the music list and selects at least one song that relates to today's reading (brings lyrics and/or music to class)	<ul style="list-style-type: none"> I selected this music because it reminds me... This music characterizes... The overall connection between this music and these chapters is... The tone best suits because...
Advisor	Seeks meaning in the mundane, symbols in the settings and allusions throughout; argues that characters, scenes, objects represent more than meets the eye	<ul style="list-style-type: none"> What key elements appear in this passage? How heavily symbolic are key objects? What is the purpose of particular motifs or symbols? What allusion was not readily apparent and why? What is revealed about character, setting, etc.?
Interpreter	Becomes the identity of a key character, item, object, or element from the section read; writes a journal entry from that point of view	<ul style="list-style-type: none"> What are personal characteristics or traits? What big decisions did he/she have to make? What obstacles had to be overcome? Why was that particular character or object chosen? What was the contribution of that character or object?

Appendix E5: Teacher Observational Checklist

Name: _____ Date: _____

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index) to locate information and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Uses a variety of “fix-up” strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

Appendix E6: Reading Strategies

There are a number of strategies for readers in all stages of reading development to use and develop.

Strategy		Student thoughts
Pre-Reading	Reading begins before a text is opened. Students should be encouraged to activate the knowledge they already have that is related to the text and increase their relevant knowledge prior to reading a text	I can <ul style="list-style-type: none"> • create a journal response on a topic, issue, or idea • create questions on a topic, issue, or idea • describe a time when I were involved in . . . (something similar) • summarize my prior knowledge on the topic • preview illustrations, graphs, glossary, table of contents, titles, and other text features
Connecting	Relating something in the text to something students have experienced, read about or seen; can include linking information with personal experience (text-to-self), known information (text-to-text) and knowledge of the world (text-to-world)	<ul style="list-style-type: none"> • Another example of this is... • This explains the part on page ... • This also takes place in ... • The literary device is also used in ... • This makes me feel...because... • This is similar to...
Questioning	Asking questions before, during and after to better understand information. The questioning process may include: <ul style="list-style-type: none"> • identifying main ideas • predicting • self-correcting 	<ul style="list-style-type: none"> • Before I started to read I wondered ... • I am confused because the visuals seem to say something different than the text. • This part makes me wonder about ... • This doesn't seem to make sense. I wonder if there is a mistake. • I think the author/creator means... • So far I have learned...
Inferring	Interpreting “clues” left by the author and combining this with prior knowledge to create meaning	<ul style="list-style-type: none"> • Based on what I am reading, I think the word means ... • I think ... because it says ...
Visualizing	Picturing ideas and images based on the language and description used by the author	<ul style="list-style-type: none"> • I can visualize the part where it says ... • I imagine what it must be like to ... • I like the way the author describes ...
Determining Importance	Knowing what is important and being able to identify key ideas	<ul style="list-style-type: none"> • This is about ... • This is important because ... • This information is interesting but it isn't part of the main idea. • This word is in bold so it must be important. • I can use headings and subheadings to help me find the information I am looking for.
Analyzing	Examining parts or all of a text in terms of its content, its structure, and its meaning	<ul style="list-style-type: none"> • I notice the author used this technique/word choice ... • I think the author tried to ... • This doesn't fit with what I know ... • This would have been better if ...
Synthesizing	Building a new understanding by combining what is already known with what was read	<ul style="list-style-type: none"> • Now that I have read this I am beginning to think differently about... • For me this is about ...

Appendix E7: Cueing Systems

Cueing Systems

As students read and write they use sampling, predicting, and self-correcting strategies. This requires the integration of cueing systems which help them become fluent, mature, and flexible readers and writers.

Semantics refers to the knowledge acquired through prior experience and background. Readers can more easily integrate new information with what they already understand.

Fluent readers and writers will:

- use a dictionary or other source to determine a word's meaning usage, pronunciation, and etymology
- correctly use prepositions, homonyms, plurals and possessives, and general diction

Syntactics refers to the knowledge of the structure of language. Word order, the relationship between words, tense, number, and gender support language structure.

Fluent readers and writers will:

- comprehend how word order and sentence patterns communicate meaning
- recognize when fragments or run-on sentences negatively impact meaning
- use formal spoken and written sentences that are meaningful, clear, and correctly punctuated

Graphophonics refers to the knowledge of the relationship between written letters and the sounds of the language.

Fluent readers and writers will:

- comprehend the spelling patterns of high-frequency, topic-specific, and Canadian spelling of words
- use the form and usage of a word to determine the pronunciation (e.g., “project” as a noun vs verb).
- use sounds, syllables, and accents to determine pronunciation and spelling

Pragmatics refers to the knowledge of how language and punctuation are used in particular contexts (an experienced reader knows what to expect from a web site as opposed to a short story).

Fluent readers and writers will:

- recognize and understand formal and informal language
- know how stylistic choices and context affect meaning and impact of the message
- select and use language appropriate across cultures, races, genders, ages, and abilities and avoid common usage problems including the use of jargon, slang, euphemism, and clichés

Textual cues refer to the form or structure and elements of a text. Ideas and information are organized in digital, paper, and live formats.

Fluent readers and writers will:

- create a variety of paper, digital, and live texts in a unified and coherent manner appropriate for subject, purpose, and audience
- recognize and understand the distinctive formats of a range of texts (and features)

Fluent text consumers (reading, listening, viewing) will:

- recognize and comprehend textual features including graphic aids
- recognize and comprehend how verbal cues and non-verbal cues clarify intent of message

Fluent text creators (writing, speaking, representing) will:

- use appropriate verbal and non-verbal cues
- use communication elements such as handwriting, font choice, placement, neatness, underlining, indentations, spacing, focal point, and margins to enhance the clarity and legibility of communication

Appendix E8: Assessing Reading and Viewing

Teachers can use informal assessment to discover students' specific reading strengths and needs, and plan appropriate learning experiences.

Key areas to assess include the student's ability to:

- comprehend printed, oral, visual, and media text
- decode text
- fluently and successfully navigate various texts
- respond personally to and critically analyze text

The table below highlights assessment strategies for reading and viewing.

Assessment Strategy	To Assess ...	How to Assess
Observation	<ul style="list-style-type: none"> • commitment • interest and engagement • strategy use 	<ul style="list-style-type: none"> • anecdotal records • checklists • rubrics
Conferences	<ul style="list-style-type: none"> • attitudes and interests • comprehension • oral reading (accuracy, fluency) • strategy use 	<ul style="list-style-type: none"> • anecdotal records • checklists • questioning • retelling
Student Work Samples	<ul style="list-style-type: none"> • comprehension • range and amount of reading • response to text (visual, written, oral, dramatic) • skill development • strategy use 	<ul style="list-style-type: none"> • assignments and projects • audio/video recordings • graphic organizer • learning and reading logs • portfolios • re-tellings • rubrics
Performance Assessment	<ul style="list-style-type: none"> • comprehension • oral reading (accuracy, fluency) • strategy use 	<ul style="list-style-type: none"> • checklists • oral reading records • performance tasks • rubrics
Quizzes, Tests and Examinations	<ul style="list-style-type: none"> • comprehension • strategy use 	<ul style="list-style-type: none"> • exams • quizzes
Self-Assessment or Peer Assessment	<ul style="list-style-type: none"> • attitude • discussion • group work • interests • reflection on growth over time • strategy use 	<ul style="list-style-type: none"> • checklists • open-ended questions • rubrics • surveys and inventories

Appendix F: Self-Interest Checklists

Appendix F1: Would you rather ...?

While self-interest inventories are available online for more specific targeting of students' areas of interest, they may also be used to support students as they explore and reflect on their own choices.

The following or similar activities may be useful in helping students determine their own interests.

Place a line of tape down the center of the room. Ask the group to place one foot on either side of the tape. When asked "Would you rather", they must move to the left or right. If students are reluctant to physically move around the room, they could be given two sheets of paper (e.g., blue for one answer and red for another) to hold up as each question is asked. Teachers may ask students to discuss their reasons for particular choices.

Questions could include, would you rather...

<ul style="list-style-type: none"> • go without Internet or TV? • be invisible or be able to read minds? • work as a construction worker or a journalist? • watch a reality show or a movie? • go to a movie or a play? • meet the President of the US or the Prime Minister of Canada? • go on a ski holiday or a holiday at a beach? • live in a city or in a small community? • go hunting or join an animal rights group? • own a lizard or a snake? • watch a movie on TV or at a movie theatre? 	<ul style="list-style-type: none"> • read a novel or a magazine? • have a drivers license or another type of license? • read a magazine or a newspaper? • hang out with a group or with just a couple of people? • play a sport or a musical instrument? • not hear or not see? • go to a rock concert or a heavy metal concert? • go sky diving or bungee jumping? • have a cell phone or a tablet? • eat turnip or carrots?
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Appendix F2: How do you like to spend your time?

How do you like to spend your time? Review the list below and place a check mark next to the activities that you currently enjoy doing. Place an asterisk (*) beside those things that you enjoy but don't have the time and/or opportunity to do right now.

<input type="checkbox"/> being outdoors <input type="checkbox"/> collecting things <input type="checkbox"/> listening to music <input type="checkbox"/> fishing <input type="checkbox"/> hunting <input type="checkbox"/> playing team sports <input type="checkbox"/> playing individual sports <input type="checkbox"/> watching sports <input type="checkbox"/> hanging out with friends <input type="checkbox"/> camping <input type="checkbox"/> watching movies <input type="checkbox"/> watching TV shows <input type="checkbox"/> writing essays <input type="checkbox"/> reading maps <input type="checkbox"/> playing a musical instrument <input type="checkbox"/> using Facebook™ <input type="checkbox"/> using social media <input type="checkbox"/> surfing the Internet <input type="checkbox"/> singing <input type="checkbox"/> following news stories <input type="checkbox"/> planning events <input type="checkbox"/> playing board games <input type="checkbox"/> hanging out with friends <input type="checkbox"/> doing housework <input type="checkbox"/> dancing <input type="checkbox"/> boating <input type="checkbox"/> watching musicals <input type="checkbox"/> watching plays <input type="checkbox"/> gardening	<input type="checkbox"/> learning how things work <input type="checkbox"/> writing poetry or songs <input type="checkbox"/> reading novels <input type="checkbox"/> reading magazines or newspapers <input type="checkbox"/> staying up late <input type="checkbox"/> sleeping in <input type="checkbox"/> getting up early <input type="checkbox"/> weight training <input type="checkbox"/> cardio exercise <input type="checkbox"/> going to the gym <input type="checkbox"/> outside fitness <input type="checkbox"/> church activities <input type="checkbox"/> volunteer activities <input type="checkbox"/> public speaking <input type="checkbox"/> photography <input type="checkbox"/> animal rights <input type="checkbox"/> writing stories <input type="checkbox"/> following weather patterns <input type="checkbox"/> bodybuilding <input type="checkbox"/> programming computers <input type="checkbox"/> drawing or sketching <input type="checkbox"/> painting <input type="checkbox"/> conserving natural resources <input type="checkbox"/> budgeting/financial matters <input type="checkbox"/> designing things <input type="checkbox"/> teaching others <input type="checkbox"/> helping the elderly <input type="checkbox"/> spending time with family	<input type="checkbox"/> selling things <input type="checkbox"/> travelling <input type="checkbox"/> riding ATVs <input type="checkbox"/> working at a part time job <input type="checkbox"/> cooking <input type="checkbox"/> eating out <input type="checkbox"/> shopping <input type="checkbox"/> doing extreme sports <input type="checkbox"/> child care <input type="checkbox"/> solving problems <input type="checkbox"/> auto work/repair <input type="checkbox"/> meeting people <input type="checkbox"/> building things <input type="checkbox"/> studying languages <input type="checkbox"/> exploring new places <input type="checkbox"/> concerts <input type="checkbox"/> thrill rides and adventures <input type="checkbox"/> studying art <input type="checkbox"/> organizing information <input type="checkbox"/> organizing a physical space <input type="checkbox"/> working with animals <input type="checkbox"/> politics <input type="checkbox"/> texting <input type="checkbox"/> solving puzzles <input type="checkbox"/> science fiction <input type="checkbox"/> healthy lifestyles <input type="checkbox"/> doing electrical work <input type="checkbox"/> working with numbers
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Appendix G: Stages of Inquiry

Inquiry involves many different skills and strategies, grouped within stages. As a result of students' discovery of new information or as new questions arise, these stages can be revisited.

Planning

Planning for inquiry provides the foundation on which a successful project is created. Steps include:

1. Students and teachers decide on a general topic or problem that requires further exploration.
2. The topic or problem is narrowed. Students write a research thesis and develop questions.
3. Students list key words or ideas related to the research questions and subtopics that they will use.
4. Students prepare a list of sources they will use.
5. Methods for recording information and materials are used.

Gathering Information

Students search for meaning and understanding as they access appropriate learning resources. They:

- find and use resources from outside the school
- generate a variety of research terms to locate information
- identify and use appendices and bibliographies as sources
- locate information from multiple primary and secondary sources to ensure accuracy
- locate information using cross references and links

Interacting with Information

Students evaluate information to determine if it will be useful in answering their questions. They:

- extract relevant information and record information needed to answer their guiding questions
- make notes using an idea web, matrix sheet, chart and computer database, spreadsheet, etc.
- record bibliographic information, including the names of resource persons and dates of interviews
- skim, scan, view, and listen to critically evaluate whether the content is relevant to the topic

Synthesizing Information

Students need to take information from a variety of sources and synthesize it in a unique and personal way to meet their inquiry question. They use a variety of strategies such as:

- understanding the rules of copyright and plagiarism
- numbering, sequencing, or highlighting notes to organize the information
- presenting their product/presentation in a way that is meaningful for a particular audience
- reviewing information to determine whether they need more facts or further clarification

Assessment and Evaluation

Emphasis is on involving the student in the assessment of the process as well as the product. Students can evaluate their own products/presentations and those of peers by:

- asking questions, making observations, and participating in discussions throughout the process
- creating portfolios as evidence of developing information literacy
- knowing the evaluation scheme prior to beginning
- using teacher-made, student-made or co-constructed evaluation charts or rubrics

Appendix H: Bias

As students become more independent as learners, they will take on the responsibility of choosing accurate and reliable information from bias free sources. Below is a sample checklist for detecting bias in various text forms.

<i>Text:</i>	Yes	Unsure	No
Illustrations <ul style="list-style-type: none"> • Are illustrations free of stereotypes? • Are aboriginal or minority or cultural groups/characters depicted realistically? 			
Lifestyle <ul style="list-style-type: none"> • Are all cultures and settings depicted as being equal? • Do views about where people live remain neutral? 			
Language <ul style="list-style-type: none"> • Does the author stay away from offensive overtones? • Does the author stay away from sexist language that demeans females or males? • Does the author stay away from racist language? 			
Author(s) or Text Creator(s) <ul style="list-style-type: none"> • Does the author use a balance of diverse cultures and heritage? • Do their experiences qualify them to write about this topic? 			
Relationships <ul style="list-style-type: none"> • Are roles portrayed equally? • Are certain cultures or genders shown to be heroes, problem solvers, successful? 			
Information <ul style="list-style-type: none"> • Does information cover a wide range of topics? • Is the information neutral rather than attempting to sway the audience? 			
<i>Overall, the text can be considered unbiased.</i>			
<i>Notes</i>			

Appendix I: Literary, Visual, and Media Devices

Appendix I1: Literary Devices

Students will discuss literary and other devices as they relate to particular texts. Some of these include:

- | | | |
|----------------|---|---|
| • allegory | • dominant impression | • personification |
| • alliteration | • epiphany | • point of view (first, second, third limited/omniscient) |
| • allusion | • euphony | • protagonist |
| • anachronism | • extended metaphor | • pun |
| • analogy | • fallacy | • purpose |
| • antagonist | • figurative language | • refrain |
| • apostrophe | • flashback | • rhetorical question |
| • archetype | • foil | • sarcasm |
| • assonance | • foreshadowing | • satire |
| • atmosphere | • hubris | • setting |
| • cacophony | • hyperbole | • speaker |
| • catharsis | • imagery | • simile |
| • cliché | • irony (dramatic, situational, verbal) | • stanza |
| • comparison | • juxtaposition | • stereotype |
| • composition | • metaphor | • suspense |
| • complication | • mood | • symbolism |
| • conflict | • motif | • temporal reference |
| • connotation | • narrator | • theme |
| • consonance | • onomatopoeia | • thematic statement |
| • context | • oxymoron | • thematic topic |
| • contrast | • paradox | • tone |
| • denotation | • paraphrase | • transitions |
| • diction | • parallel structure | |

Appendix I2: Visual and Media Devices

When responding to visual texts, students may become familiar with the following:

Elements	<ul style="list-style-type: none"> • angle • asymmetry • background • balance • colour • composition • contrast 	<ul style="list-style-type: none"> • dominant image • focal point • focus (in or out) • font • foreground • frame • lighting • line 	<ul style="list-style-type: none"> • panel • perspective • proportion • scale • shadow • symbol • symmetry
Form	<ul style="list-style-type: none"> • caricature • collage • editorial cartoon 	<ul style="list-style-type: none"> • comic strip • graphics • photo essay 	<ul style="list-style-type: none"> • poster • print • storyboard

Students may encounter some of the following as they develop an awareness of the role of media in society:

Media Devices	<ul style="list-style-type: none"> • advertisement • agenda • bias • blog • brochure • caption • commercial • deconstruct • demographic • dialogue bubbles • endorsement • format 	<ul style="list-style-type: none"> • headline • hypertext • icon • image • intent • lead • logo • mass media • media • media strategies* • medium • message • motive 	<ul style="list-style-type: none"> • podcast • poster • product • product placement • propaganda • speech balloon • subliminal message • subtext • target audience • webpage • white space
* Media Strategies	<ul style="list-style-type: none"> • bandwagon • cartoon/cute characters • celebrity endorsement 	<ul style="list-style-type: none"> • emotional appeal • facts and figures • gender/sex appeal • name calling • plain folks 	<ul style="list-style-type: none"> • shock appeal • snob appeal • testimonials • humour

Appendix J: Characteristics and Elements of Common Text Forms

Text Form	Sample elements and/or devices which may be associated with common text forms:		
Drama/Plays	<ul style="list-style-type: none"> • act • action • aside • chorus • comic relief 	<ul style="list-style-type: none"> • dialogue/voice • monologue • prologue • scene • screenplay • script 	<ul style="list-style-type: none"> • soliloquy • stage directions • stereotype • tragedy • tragic hero
Short Story/ Narrative	<ul style="list-style-type: none"> • antagonist • anticlimax • atmosphere • character • climax • conflict • denouement • exposition 	<ul style="list-style-type: none"> • falling action • frame story • irony • juxtaposition • message • mood • narrator • plot 	<ul style="list-style-type: none"> • point of view • protagonist • resolution • rising action • setting • subplot • suspense • theme
Poetry (ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, villanelle, etc.)	<ul style="list-style-type: none"> • allegory • alliteration • assonance • blank verse • cacophony • consonance • couplet • enjambment • euphony • feet 	<ul style="list-style-type: none"> • hyperbole • iambic pentameter • imagery • irony • line • metaphor • mood • onomatopoeia • paradox • personification 	<ul style="list-style-type: none"> • point of view • quatrain • repetition • rhyme/rhythm • sestet/tercet • simile • stanza • symbol • tone • verse
Informational	<ul style="list-style-type: none"> • appendix • bold print • bullet • caption • chart/table • colour • cross section • diagram • drawing • figure 	<ul style="list-style-type: none"> • glossary • graph • heading • index • italics • label • map • overlay • photo • preface 	<ul style="list-style-type: none"> • pronunciation guide • sidebar • sketch • speech balloon • subheading • table of contents • text box • timeline • title

Appendix K: Writing and Representing Support

Appendix K1: Sample Writing and Representing Forms

Some writing forms may include:

- | | | |
|--------------------------|-----------------|--------------------|
| • acknowledgement | • form | • placard |
| • advertisement | • glossary | • play |
| • agenda | • greeting card | • poem |
| • anecdote | • guide | • postcard |
| • announcement | • headline | • poster |
| • article | • horoscope | • prayer |
| • autobiography | • infographic | • précis |
| • ballad | • instruction | • proclamation |
| • biography | • inventory | • prospectus |
| • blurb (e.g., for book) | • invitation | • proverb |
| • broadsheet | • journal | • questionnaire |
| • brochure | • label | • recipe |
| • caption | • legal brief | • record |
| • cartoon | • letter | • reference |
| • catalogue | • list | • regulation |
| • certificate | • log | • report |
| • charter | • lyric | • résumé |
| • confession | • magazine | • review |
| • constitution | • manifesto | • rule |
| • critiques | • manual | • satire |
| • crossword | • memo | • schedule |
| • curriculum vitae | • memoir | • script |
| • definition | • menu | • sermon |
| • dialogue | • minutes | • sketch |
| • diary | • monologue | • slogan |
| • directions | • myth | • soliloquy |
| • directory | • news | • song |
| • edict | • notes | • sonnet |
| • editorial | • notice | • spell |
| • epistolary | • novel | • statement |
| • epitaph | • obituary | • story |
| • essay | • pamphlet | • summary |
| • eulogy | • parable | • syllabus |
| • fable | • paraphrase | • synopsis |
| • flash fiction | • parody | • testimonial |
| • feature article | • pastiche | • travel log |
| • forecast | • petition | • weather forecast |

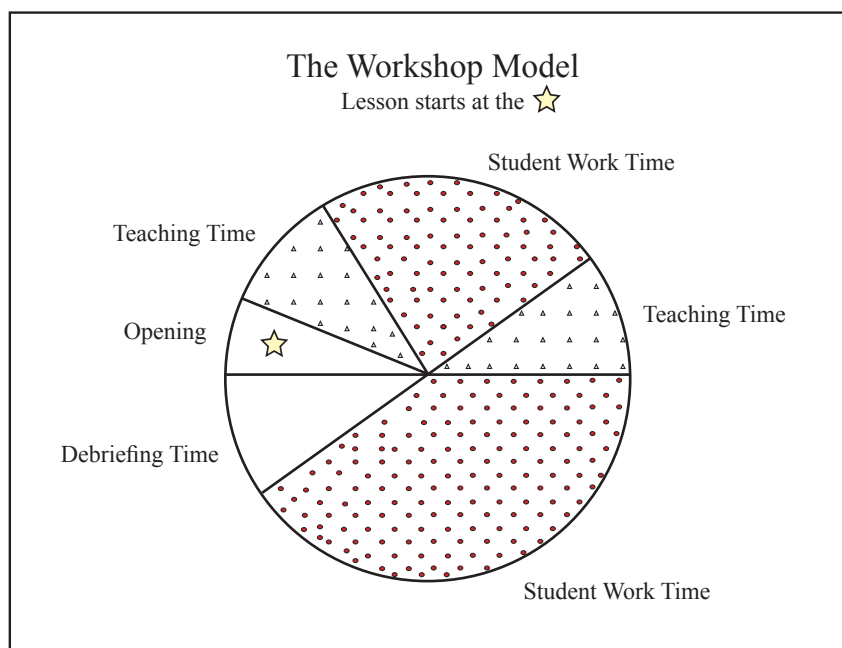
Appendix K2: Modes of Writing

The modes of writing: expressive, poetic, and transactional, will guide students towards the form of writing they wish to use. Expressive writing is largely personal and allows students to explore ideas and opinions. Poetic writing uses the aesthetic qualities of language to evoke meaning. Transactional writing involves using language to inform, advise, persuade, instruct, record, report, explain and speculate.

Mode	Description	Sample Formats
Expressive	<ul style="list-style-type: none"> • Often colloquial and spontaneous • Used to express personal feelings, describe personal experiences and articulate personal opinions • Often written in the first person point of view • Audience may be less important than what the student has to say 	<ul style="list-style-type: none"> • Blog • Collage • Journal response • Learning log • Memoir/autobiography • Painting or photograph • Photo essay • Reflective paragraph • Some friendly or personal letters, emails or messages • Storyboard • Thank-you note
Transactional	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Primarily used to record and convey information • Sometimes used to provide directions or instructions • Sometimes used to organize or summarize factual information • Sometimes used to report or explain information • Sometimes uses standard formats (e.g., spacing, headers, font sizes) 	<ul style="list-style-type: none"> • Biography • Brochure • Business letter • Directions, instructions, or map • Documentary or timeline • Feature or news article • Formal paragraph (e.g., paraphrase, summary) • Meeting minutes • Newsletter • Public service announcement or advertisement • Questionnaire or survey • Recipe • Report (e.g., financial, scientific, research) • Resume or CV
Poetic	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., creating more than one draft of the text) • Primarily used to express creativity • Sometimes presented from an identifiable point of view • Sometimes uses standard formats (e.g., spacing, headers, font sizes) 	<ul style="list-style-type: none"> • Graphic story • Movie or video • Music • Poetry • Script or screenplay • Short story • Song

Appendix K3: Workshop Approach

A workshop model as a framework for instruction is effective in supporting the gradual release of responsibility. The graphic below suggests the proportion of time to be devoted to each activity during class.



Opening comments are used to review previous lessons, set a goal for the class, and activate student's knowledge for the current lesson.

Teaching Time is usually dedicated to teacher-led, whole class instruction, and is often based on teacher assessed student needs. A limited number of concepts or directions may be more effective than lengthy lists. Examples of whole-class instruction include an overview, outline, or review of a topic; demonstration or think-aloud; direct instruction, directions, reteaching, or questioning.

Student Work Time is student-directed. Students practice strategies and concepts focused on during explicit instruction. Student choice is essential, and work time must be of sufficient length to allow for sustained engagement. Student work time often include peer or teacher conferences, small-group instruction, small group collaboration, mini-lessons, ongoing assessment and feedback.

Debriefing Time is student or teacher led. Students reflect and focus on their learning and set goals for next steps. This may include discussions, questions, feedback, assessment information, celebrations of successes, reflections, self-assessment surveys, or exit cards.

Whole-class learning settings can provide a forum for critical thinking and challenge students to explore and extend their knowledge base. Examples of whole-class settings include author share (students read aloud from a text), discussion circles (students lead discussions on a controversial topic), talking sticks (students pass an object to take turns speaking), or text talk (students share opinions about a text).

Small-group settings help students learn to interact effectively and productively as team members. Students are required to assess their own contributions to the group, build on their own ideas and the ideas of others, consider different ways of completing an activity, and identify and solve problems.

Examples of small-group settings where time for reflection should be considered include book clubs, magazine clubs or reading partners; community project groups; inquiry and literature circles, media production groups and peer writers' conference groups.

Appendix K4: Sample Questions for Revising when Writing

Revising is about making changes to improve the substance of what you have written to make it clearer or more focused. The following questions point out qualities that you should look for in a first draft. When you are ready to revise your writing, read your draft with these questions in mind. Then make any changes that will improve your draft.

Questions about Titles

- Does my title catch a reader's interest?
- Does my title focus on the main idea of my writing?
- Does my title give away too much information?

Questions about Organization

- Does my text have a definite beginning, middle, and end?
- Can a reader easily follow my piece from beginning to end?

Questions about Enough Information

- Have I told what, where, when, why, how, and with whom this is happening?
- Have I given enough details to help explain my point?
- Have I clearly explained what I mean? Is there any part that might be confusing for a reader?
- Have I described the situation and people well enough so a reader can see them clearly?
- Have I used examples and details that show what I mean instead of just telling?
- What is the most interesting or important part of the piece? Have I given enough detail in this part to make it really stand out?

Questions about Too Much Information

- Are there any parts that aren't directly about my topic or story? Can I cross them out?
- Are there any parts that are not needed, and if I leave them out of the writing is it still clear?

Questions about Endings

- Does my ending go on and on? Could I have ended earlier?
- What do I want a reader to feel and know at the end? Does my ending do this?
- In nonfiction, does my ending summarize or restate the main idea in an interesting way?

Questions about Draft Copy

- Is my draft legible to a reader?
- Do I know my goals for writing before I ask for feedback from someone else?
- Have I prepared questions in advance that I want answered about my draft?
- Am I willing to be open-minded about feedback I receive?
- Am I comfortable clarifying advice that is offered to me and resisting suggestions that I don't feel are helpful?

Appendix K5: The Processes of Writing

Writing engages students and motivates communication, focuses and extends thought, and allows for reflection. It is important to recognize the following:

- a classroom structure allows for flexibility, choice, and risk taking
- a variety of opportunities and tools must be available
- both the process and product should be assessed and evaluated
- modelling, interacting, and conferencing scaffold learning
- the writer moves within the processes of writing rather than following a set of linear steps
- the writing process is individualized, although basic processes are similar from writer to writer

Revising is key to creating effective writing as the student considers the purpose and audience. Students add, remove, or rearrange ideas or revise the tone to better capture what they want to convey. Teacher and peer conferences will provide constructive feedback. Revision is comprised of editing and proofreading.

Editing: Includes checks for accuracy, structure, organization, paragraph length, spelling, capitalization, punctuation, sentence variety, word choice and verb tense.

Proofreading: Focuses on discovering typographical errors, misspellings, and grammatical errors.

Publishing or the presentation of the final draft to an audience often provides the motive for writing, so students should consider publishing their work in a variety of ways, including:

- creating a poster or bulletin board, or adding to a school website/newspaper
- distributing copies to classmates or reading aloud
- electronic publishing or entering contests
- recording for others to hear or taking texts home to share with others

Conferencing can take place between a teacher and a student, or between two or more students, and can occur at any stage of a text's development. Some general conference prompts might include:

- Does this conclusion do what you want? What is your favourite part? How can you build on it?
- What could be accomplished through this piece of writing? What would you like to improve in your next piece? What form of writing would you like to work on next?
- What feedback did you give to a peer? What is the best way to publish this writing? Which writing trait is your best strength, in your opinion? What are you reading right now that could be a mentor text?
- Where does your text really begin? Can information be deleted prior to this start?

Editing conferences help writers polish their texts. Students should be encouraged to use dictionaries, writing style manuals, thesauri, and other style guides. Teachers can model how to:

- conference with readers as they edit another writer's text (so they can learn editing techniques)
- ask questions rather than tell writers what they should or should not do to fix their writing
- look for transitional statements or ideas
- read one sentence at a time to see if the information flows in a logical order
- separate the ideas in a paragraph and check for connections
- use brackets to signal that something might be wrong

Appendix K6: Sample Language Structures and Conventions

The following chart is not an exhaustive list of language structures and conventions students may use or encounter. Those listed below are conventions and structures that students have been introduced to and have used in grades 7-9. The complexity of the concept should increase from grade level to grade level. In English 1201, students will use these within increasingly complex texts.

Grammar
Adjective and adverbs
Complex, simple, and compound sentences
Coordinating conjunctions
Future, present, and past tense
First and third person pronoun
First and third person point of view
Imperative, declarative, exclamatory sentence
Irregular and regular verbs
Nouns and collective nouns
Parallelism/parallel structure
Possessives
Prepositions
Pronouns
Run-on sentence/sentence fragments
Subject-verb agreement
Transitions
Use of consistent tense within a text

Capitalization and Punctuation
Abbreviations
Apostrophes
Brackets and parenthesis
Capital Letters
Colons and semi-colons
Commas and periods
Dashes and hyphens
Dialogue conventions
Ellipsis
Exclamation and question marks
Quotation marks

Word Study and Spelling
Abbreviations
Antonyms
Compound words
Contractions
Homographs, homonyms, homophones
Hyphenated words
Plurals
Root-words
Silent letters
Syllables
Synonyms
Vowel combinations
Word origins

Appendix L: Resources

English 1201

Nelson – Components	Student	Teacher
<i>English 10</i> – Anchor Text (hardcover)	•	•
<i>Homegrown</i> (softcover)	•	•
Digital eBook (Nelson Dashboard at www.mynelson.com)	•	•
Selections for Modelling and Demonstration (online at mynelson.com)		•
Media Studies Resource (online at mynelson.com)		•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Nelson Dashboard at mynelson.com)		•
The Global Shakespeare Series – Components	Student	Teacher
<i>A Midsummer Night's Dream</i> (with Related Readings), The Global Shakespeare Series	•	•
<i>A Midsummer Night's Dream</i> with Related Readings), The Global Shakespeare Series: Teacher's Guide		•

Classroom texts for student-directed and teacher-supported reading and viewing (*Selecting Young Adult Texts: An Annotated Bibliography for Senior High School, 2015*)

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